# Youth Violence Prevention

June 4, 2013

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Youth Violence Prevention

Department is responsible for this Sustainability Measure and Target.  Measures are part of the City's 26 Sustainability Indicators. For more information please visit http://www.ci.minneapolis.mn.us/sustainability/indicators/index.htm

**Introduction**

As a result of a peak in juvenile homicides and violent crime between 2003 and 2006, the City of Minneapolis took action through the implementation of a multi-faceted, multi-sector, multi-year plan entitled **Blueprint for Action:  Preventing Youth Violence** in Minneapolis. Launched in 2008 the Blueprint takes a public health approach, is population-based and treats violence as an epidemic such as tuberculosis or polio. The public health approach promotes strategies that reduce factors that put people at risk for experiencing violence and that increase factors that protect people or buffer them from risk. The Blueprint for Action includes a series of recommendations structured around four goals that call for a broad range of strategies to address the root causes of violence that affects young people.

Given the complexity of the youth violence problem, conducting surveillance on a wide variety of measures is important.  These measures capture current conditions as well as the City's progress on reducing the risks of youth violence and increasing the supports that protect youth from violence. Dramatic improvements have occurred since 2006.  Despite this progress, youth homicides continue to occur and demonstrates that certain areas of the City continue to experience a culture and climate of violence.

Below are the four goals and a brief summary of progress on key strategies

- **Goal 1: Connect every youth with a trusted adult**
  The City, Achieve Minneapolis and other partners have had great success engaging youth with job training and employment opportunities through the STEP-UP program.  This engagement has also come with a steady flow of connections via the Career and College Centers in Minneapolis high schools.

- **Goal 2: Intervene at the first sign that youth are at risk for violence**
  Identifying and providing early intervention with youth who take initial steps down the wrong path has become a key youth violence prevention strategy.  Through this work we have dramatically reduced teen pregnancy rates, become more focused on curfew and truancy and made strides in graduating more students. Minneapolis Public Schools and the Minneapolis Police Department have also worked very hard on reaching out to students and preventing crimes in schools through the School Resource Officer program.

- **Goal 3: Restore youth who have gone down the wrong path**
  We have focused on getting those youth who have gotten into trouble back on the right track.  This includes programs that actively reach out to students such as the diversion program and visits from the MPD's Juvenile Crime Apprehensive Team.  Additionally, employment programs for gang affiliated youth, such as  North4, are helping restore youth to a productive future.

- **Goal 4: Unlearn the culture of violence in our community**
  Finally, one of the overriding goals of the Blueprint is to unlearn the culture of violence.  This goal and its related strategies are focused on creating a more positive culture for youth to experience.

**2013 and Beyond**

The subsequent pages of this report highlight some of the key youth violence prevention outcomes we are tracking and the report is organized by the four goals (noted above) and related programmatic efforts.

## Juveniles Involved in Violent Crime
### (Arrestees and Suspects*)
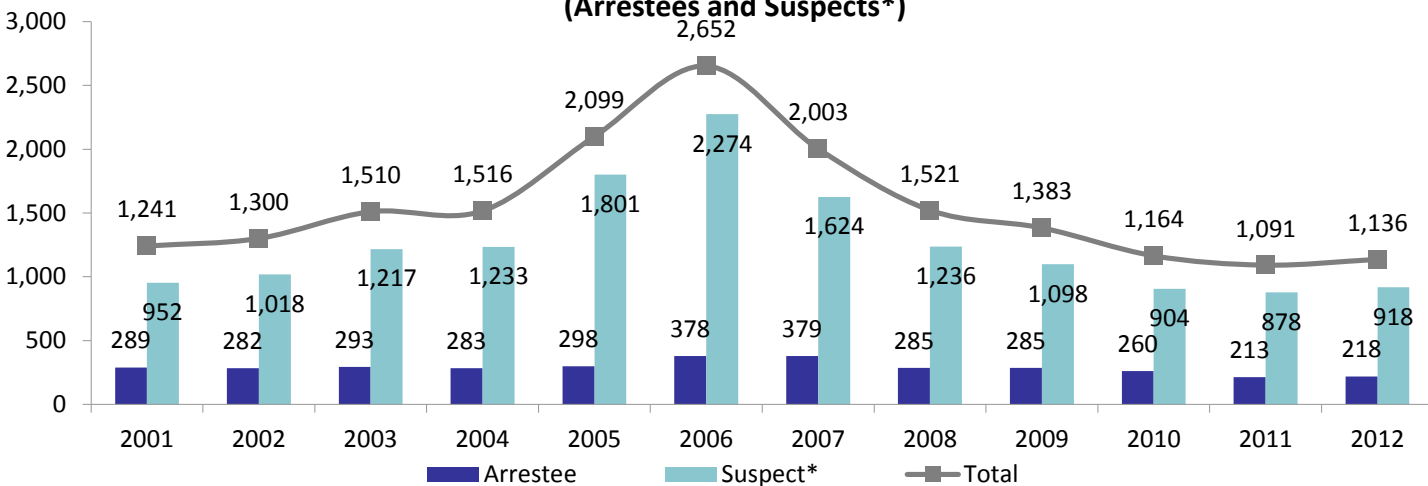


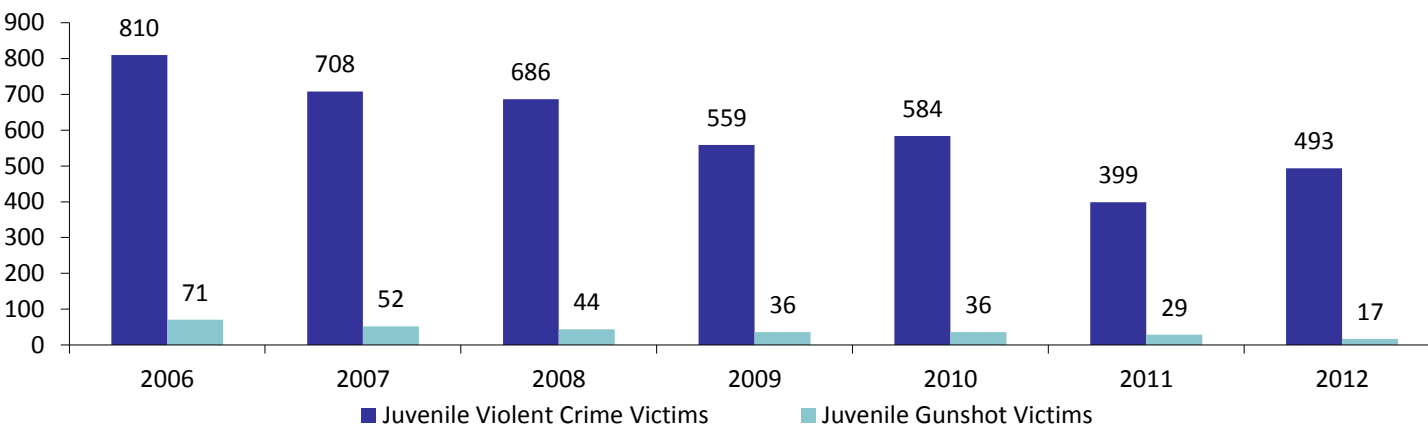| Year | Arrestee | Suspect* | Total |
|------|----------|----------|-------|
| 2001 | 289 | 952 | 1,241 |
| 2002 | 282 | 1,018 | 1,300 |
| 2003 | 293 | 1,217 | 1,510 |
| 2004 | 283 | 1,233 | 1,516 |
| 2005 | 298 | 1,801 | 2,099 |
| 2006 | 378 | 2,274 | 2,652 |
| 2007 | 379 | 1,624 | 2,003 |
| 2008 | 285 | 1,236 | 1,521 |
| 2009 | 285 | 1,098 | 1,383 |
| 2010 | 260 | 904 | 1,164 |
| 2011 | 213 | 878 | 1,091 |
| 2012 | 218 | 918 | 1,136 |

*Information from Computer Assisted Police Reporting System (CAPRS) queries where the beginning Suspect Age is listed between 1 and 17. (Example: The victim identified the suspect as being 16-25 years of age, CAPRS shows the event age as 16, and this would be counted as a juvenile suspect.)
*Source: Minneapolis Police Department*

## Juvenile Violent Crime Victims and Gunshot Victims



| Year | Juvenile Violent Crime Victims | Juvenile Gunshot Victims |
|------|-------------------------------|--------------------------|
| 2006 | 810 | 71 |
| 2007 | 708 | 52 |
| 2008 | 686 | 44 |
| 2009 | 559 | 36 |
| 2010 | 584 | 36 |
| 2011 | 399 | 29 |
| 2012 | 493 | 17 |

*Source:  Data Juvenile Gunshot Victim: CAPRS - Major or Minor Gunshot Victim (SQl query) includes event age and victim role. (RH)*

## Incidents Involving Guns and Juveniles (Victim/Suspect*/Arrestee)



| Year | Incidents |
|------|-----------|
| 2003 | 357 |
| 2004 | 388 |
| 2005 | 353 |
| 2006 | 412 |
| 2007 | 347 |
| 2008 | 325 |
| 2009 | 217 |
| 2010 | 176 |
| 2011 | 141 |
| 2012 | 137 |

*Information from Computer Assisted Police Reporting System (CAPRS) queries where the beginning Suspect Age is listed between 1 and 17. (Example: The victim identified the suspect as being 16-25 years of age, CAPRS shows the event age as 16, and this would be counted as a juvenile suspect.)
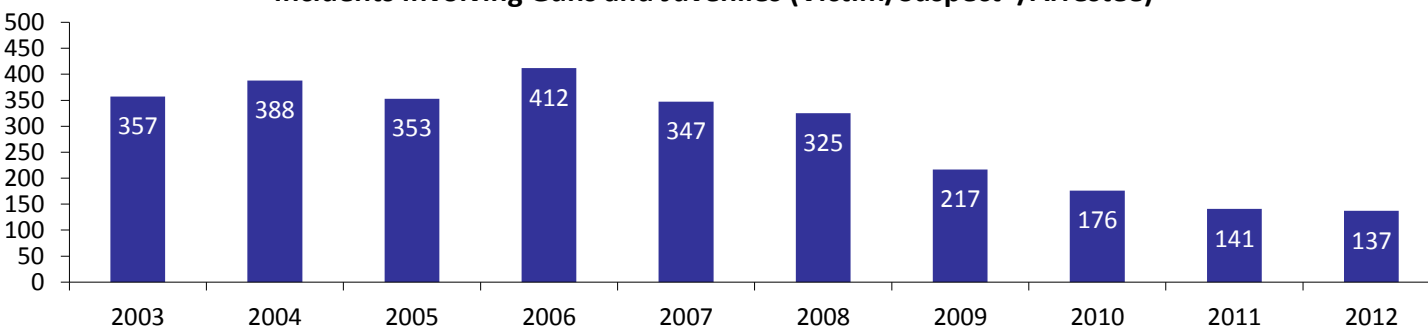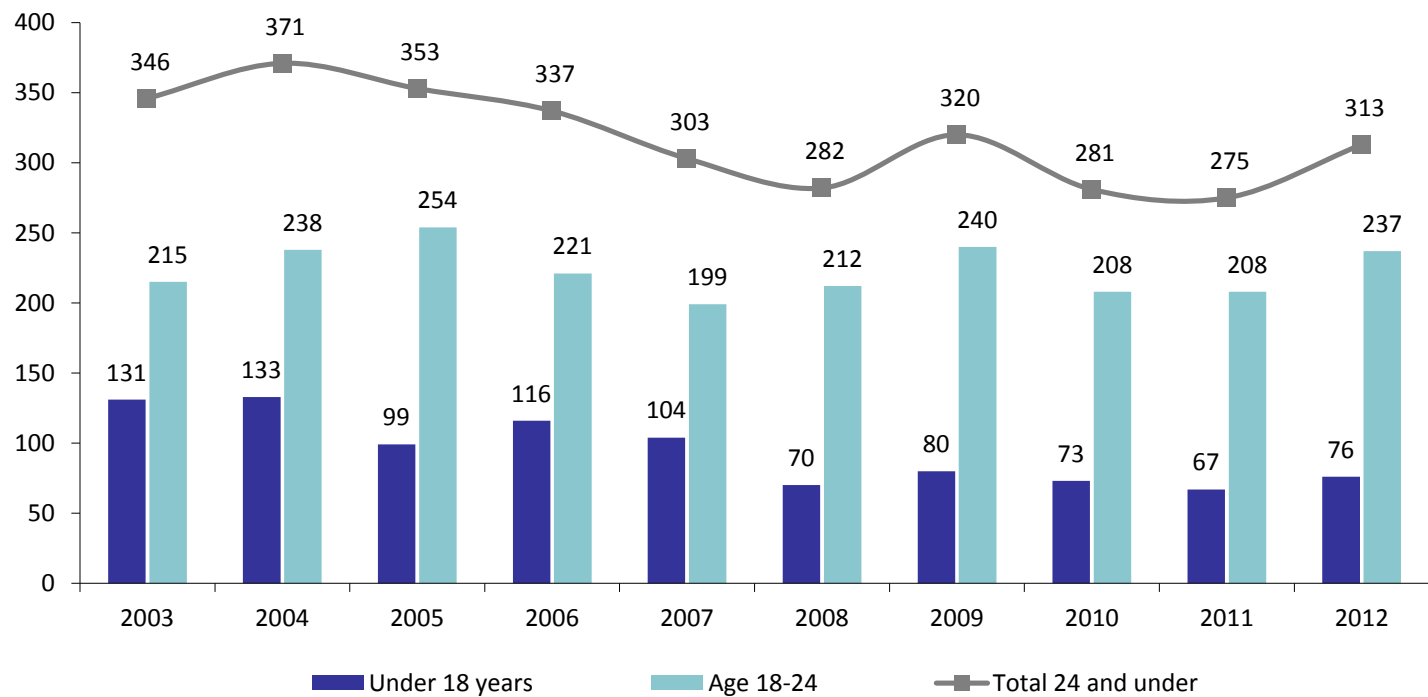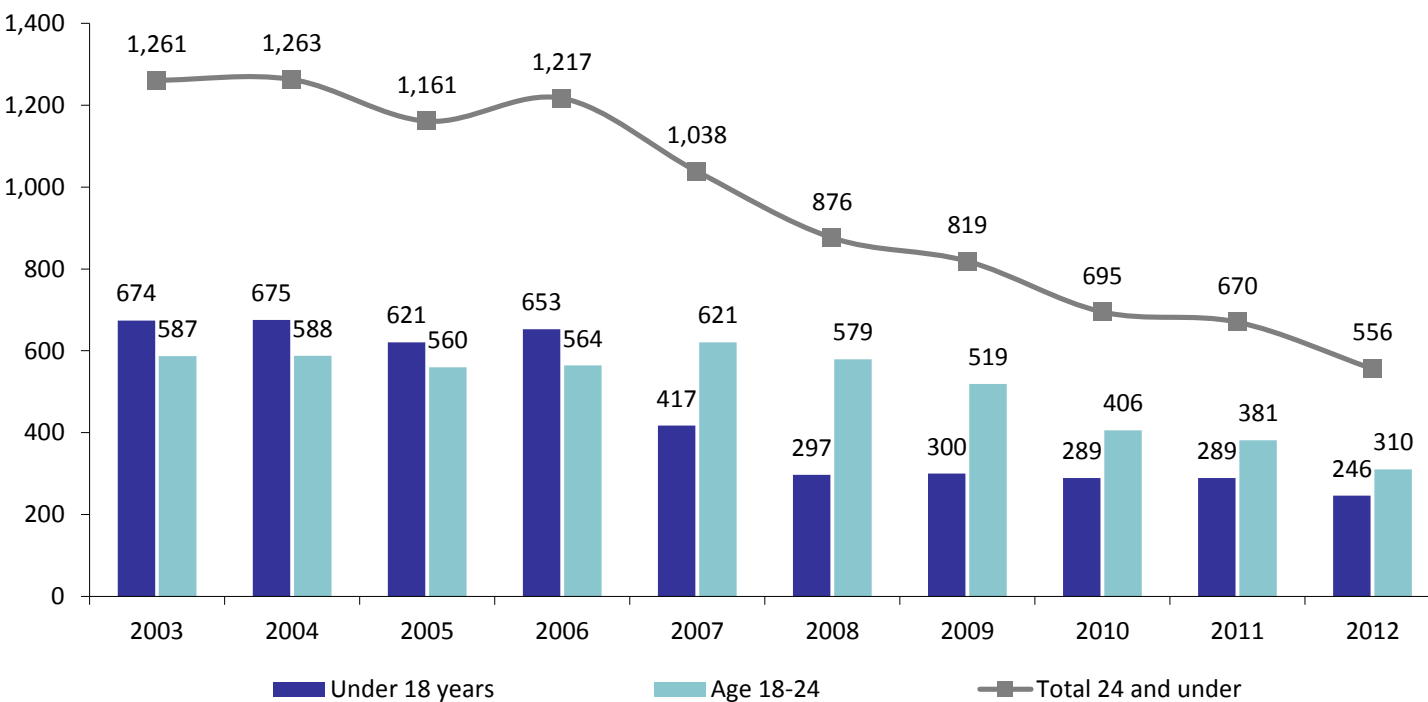*Source: Minneapolis Police Department*

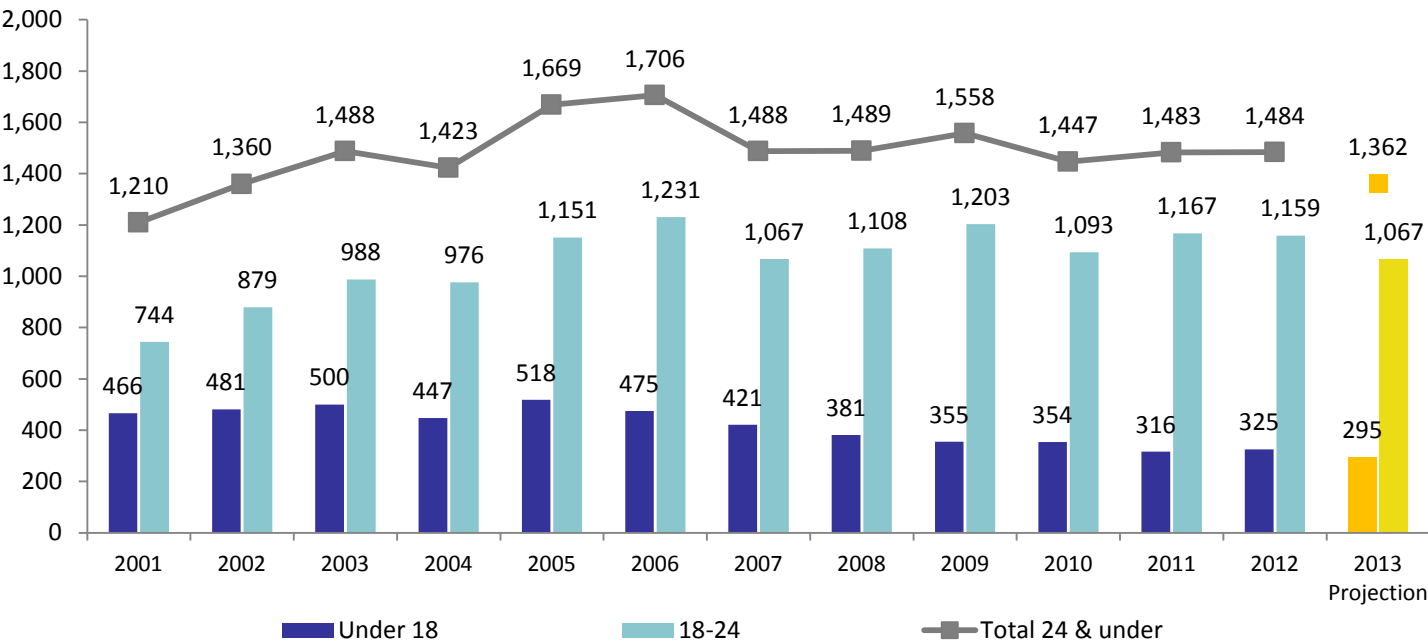## Number of Aggravated Assaults Arrests



Source: Minneapolis Police Department

## Number of Simple Assaults Arrests



*Source: Minneapolis Police Department*

## Assault Injuries among Minneapolis Youth and Young Adults



Note: 2013 projection is based off not yet reaching the 2012 projection. Projection was based on an average annual decrease over the last five years.
Source: MN Hospital Association; includes hospital in-patient and out-patient visits.
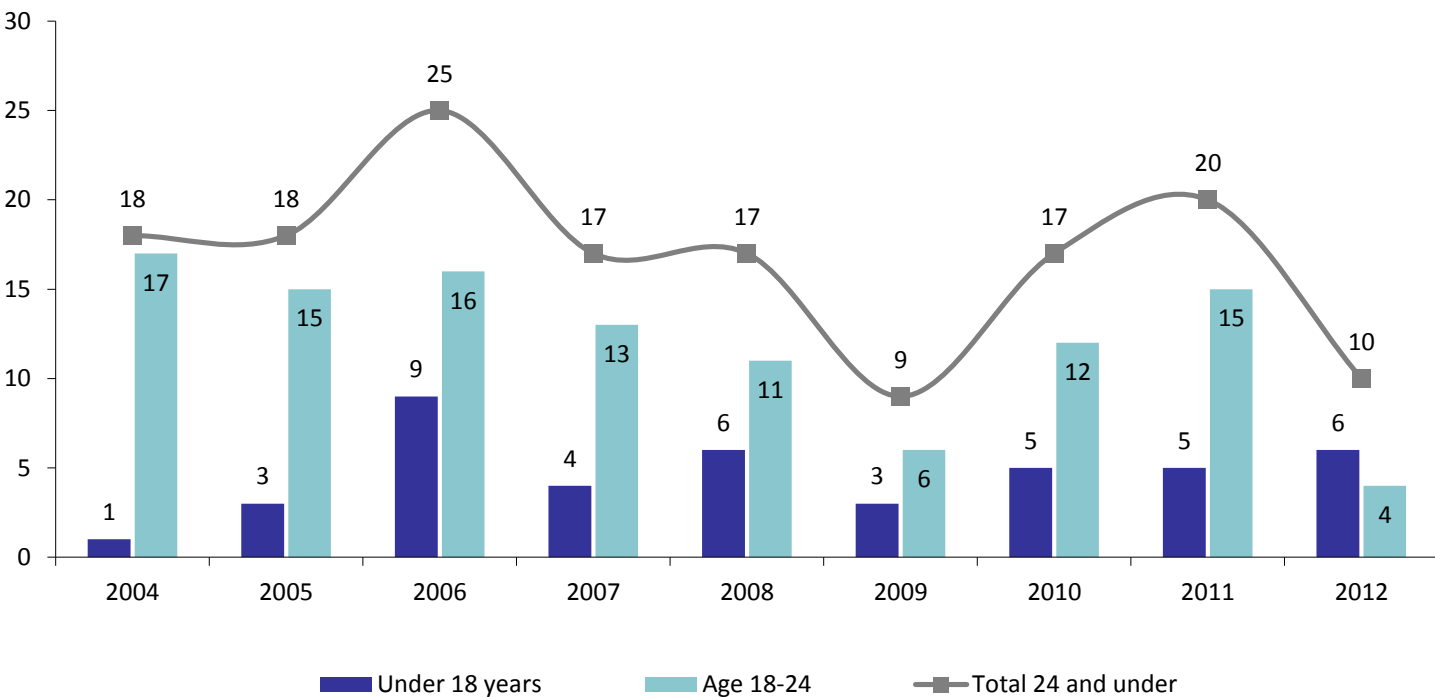
## Firearm-related Assault Injuries of Minneapolis Youth and Young Adults
## (Data from Hospitals)
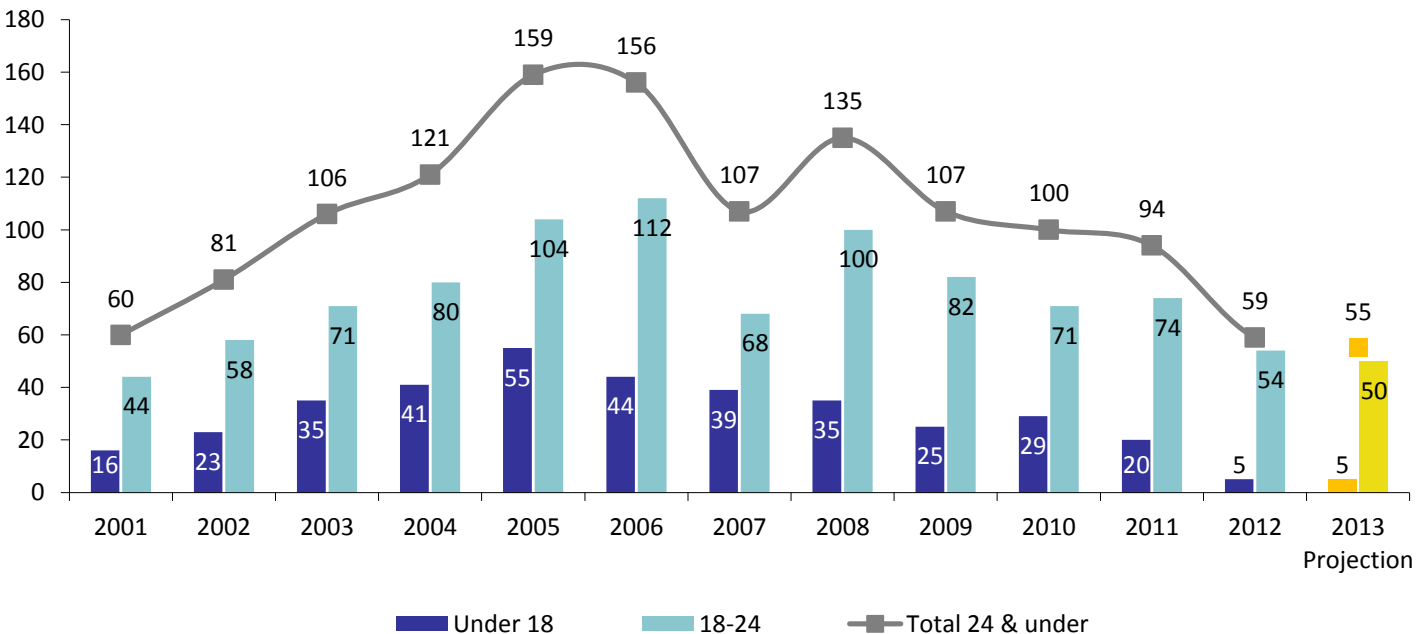


Note:2013 projection is based on maintaining the dramatic drop ion 2012 injuries
Source: MN Hospital Association; includes hospital in-patient and out-patient visits.

## Homicides Occurring in Minneapolis



Note: This includes deaths of juveniles by homicide within Minneapolis city limits.
*Source: Minneapolis Police Department.*

## Shots Fired, Youth Injuries & Homicides
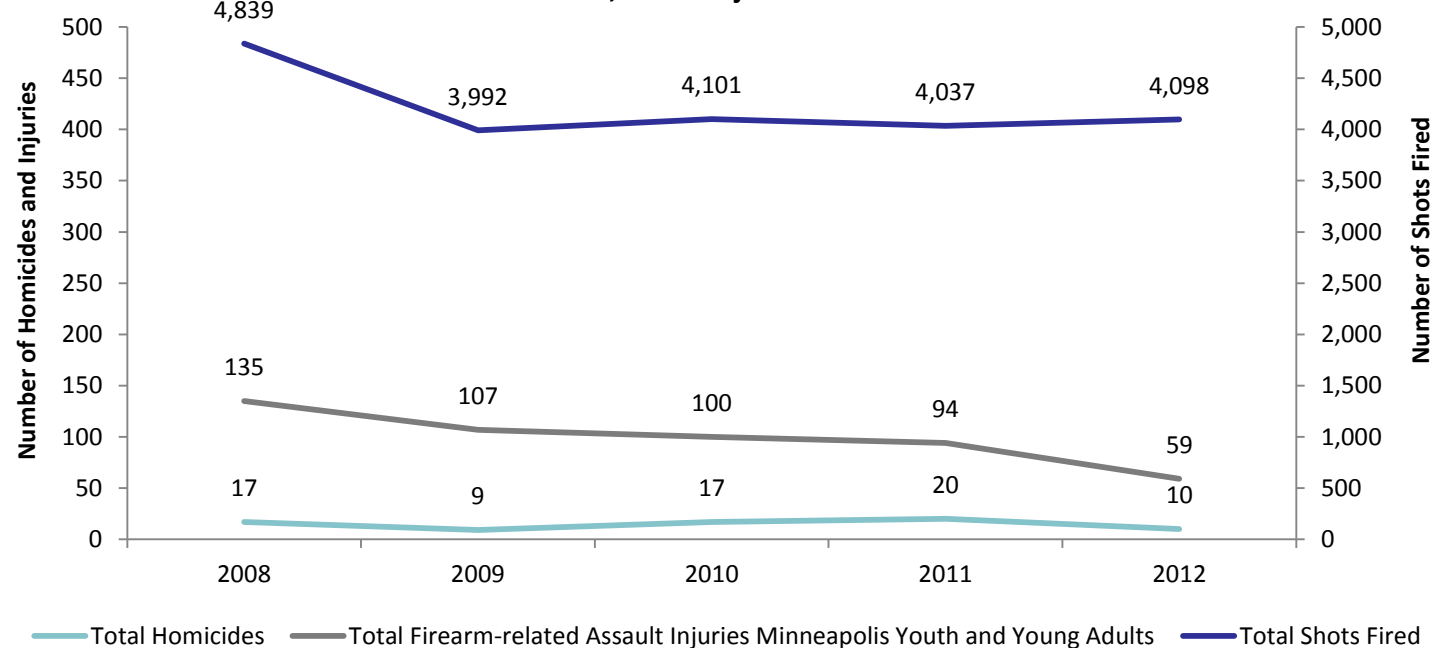


Note: One incident may be represented by multiple reports, depending upon the number of callers and location of incoming calls. The Shot Spotter gunfire detection system issued to identify the sound of gun fire, while a report of shots fired is based on where the call is placed from and not backed up by technology.
*Source: Minneapolis Police Department (911 CAD System) and MN Hospital Association; includes hospital in-patient and out-patient visits.*

# GOALS

**METP Summer Youth Placements (STEP-UP)**
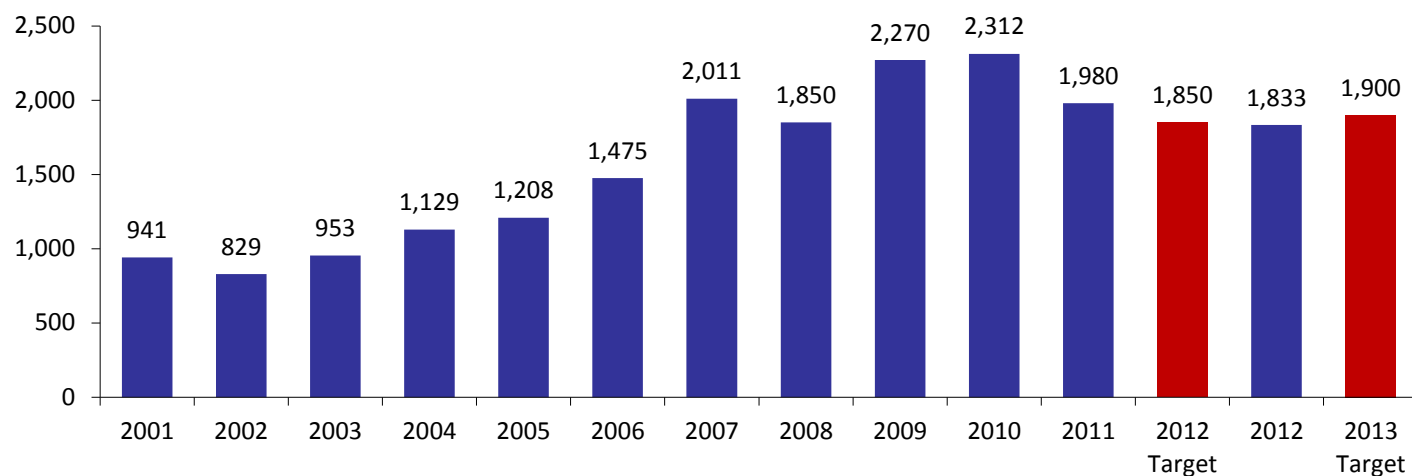


Source: CPED: Workforce Development

## Why is the measure important?

A substantial body of literature finds that summer employment during high school creates short- and long-term positive impacts on students' employability, wages and earnings, especially among those who do not go on to complete substantial post-secondary education. Employers make connections with and help shape the diverse workers of the future.
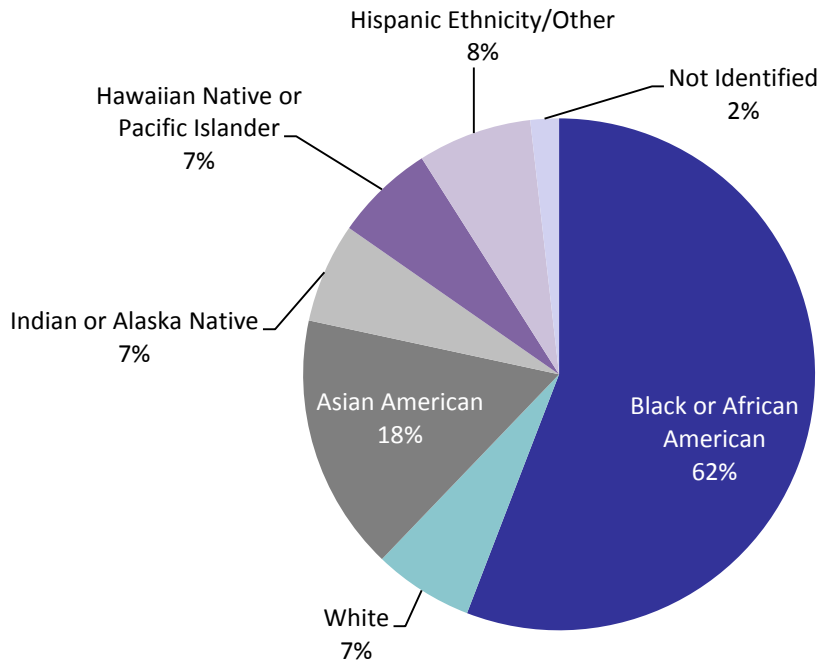
## What strategy (or strategies) are you using to achieve this goal?

STEP-UP is the City's primary youth employment strategy. STEP-UP's mission is to *Prepare youth for success in the workforce by offering quality work and training experiences* and strives to see that all Minneapolis youth are work ready. To achieve this, STEP-UP focuses on youth development through training and work experience and on economic development by identifying economic sectors with projected employer demand. This approach is key to developing a competitive pool of talent that will attract companies and help existing companies expand. In 2012, STEP-UP launched a sector strategy to create career pipelines in health care, finance, legal and outdoor careers. Also, new in fall 2012, STEP-UP offered a year-round option for youth interested in specific career pathways.

In January 2012, The White House invited Mayor Rybak and Hashim Yonis, a former STEP-UP intern and University of Minnesota graduate, to speak at the kick off of the Administration's new summer-jobs initiative. STEP-UP was highlighted as an exceptional model of private sector engagement, non-profit partnership and governmental leadership.

STEP-UP is the employment component of the Mayor's broader strategy for preparing the future workforce--*Minneapolis Promise* initiative. The initiative involves the City of Minneapolis, AchieveMpls, Minneapolis Community and Technical College and the University of Minnesota and offers summer jobs, career and college counseling and access to higher education. Results since 2004 include over 16,000 STEP-UP summer jobs, increased graduation rates and college entrance rates and 1,659 college scholarships for Minneapolis high school graduates.

## Summer Youth Placements, by Race (2012)

Hispanic Ethnicity/Other
8%

Not Identified
2%

Hawaiian Native or
Pacific Islander
7%

Indian or Alaska Native
7%

Asian American
18%

Black or African
American
62%

White
7%

Note: Four percent of participants identified as more than one race so the total is more than 100%
*Source: CPED; Workforce Development*

## Number of STEP-UP Youth Completing STEP-UP Work Readiness Training

| Year | Number |
|------|--------|
| 2008 | 960 |
| 2009 | 1,400 |
| 2010 | 1,255 |
| 2011 | 1,650 |
| 2012 | 1,844 |
| 2013 | 2,100 |

*Source: CPED; Workforce Development*

**2012 STEP-UP Participants By Residence**

55430 Placements = 66
55412 Placements = 260
55418 Placements = 60
55411 Placements = 536
55413 Placements = 18
55401 Placements = 6
55414 Placements = 24
55405 Placements = 47
55415 Placements = 4
55403 Placements = 10
55454 Placements = 70
55404 Placements = 135
55408 Placements = 80
55406 Placements = 83
55407 Placements = 188
55409 Placements = 52
55410 Placements = 22
55419 Placements = 55
55417 Placements = 77

**Year Round Youth Job Placements and Internships**



Legend: ■ Achieve Minneapolis Year Round Jobs Program   ■ Year Round Workforce Investment Act (WIA) Program
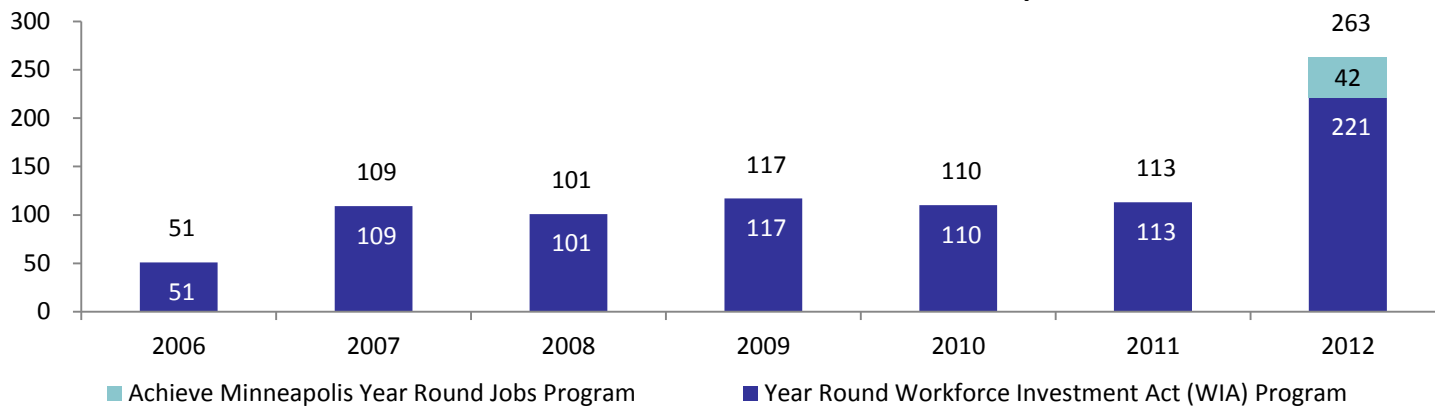
Note: AchieveMpls Year Round Program was implemented in Fall 2012.
*Source: CPED: Workforce Development*

**Why is this measure important?**
Along with summer employment programs, City of Minneapolis Employment and Training and AchieveMpls, a close partner on the STEP-UP youth employment program, both offer year round employment programs. For many youth employment is not simply a summer activity; school year programming allows some youth to enhance their workplace talent, while for others, adding needed income for the individual's and/or family's economic and social stability.
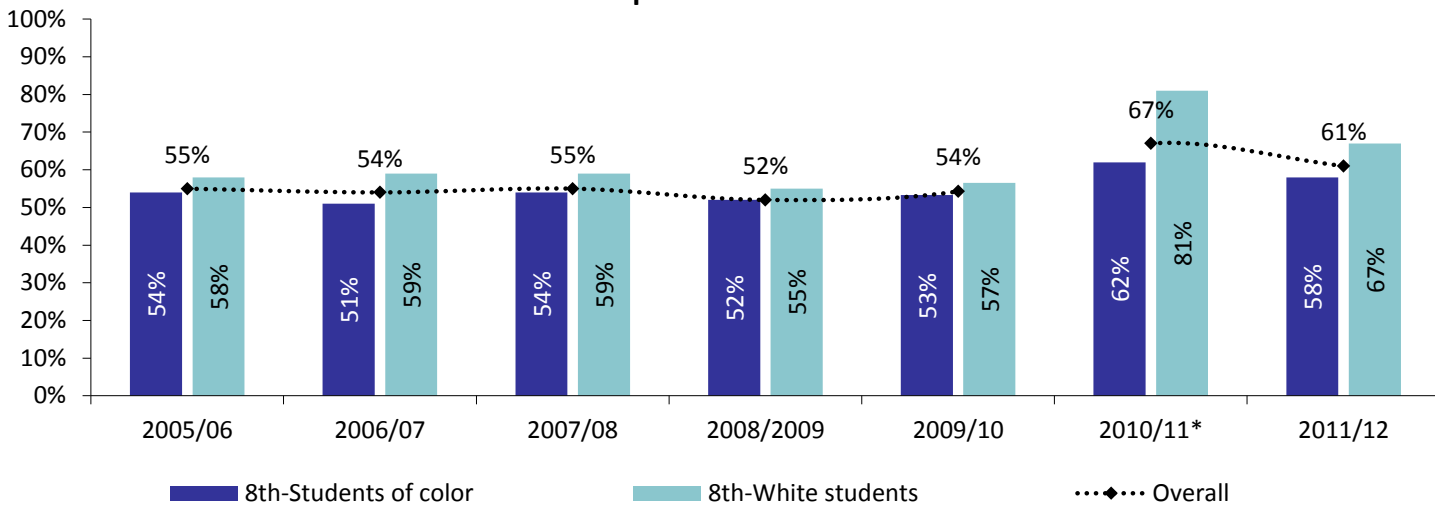
**What will it take to make progress?**
For over a decade federal support provides City of Minneapolis Employment and Training the ability to offer youth with year round employment placements. This program increases youth long-term employability by enhancing educational, occupational and leadership skills. Youth must be economically disadvantaged and have at least one of the following at-risk barriers to be eligible for services: basic skills deficient, school dropout, homeless, runaway or foster child, disabled, pregnant or parenting, offender and requires additional assistance to complete an educational program or secure and hold employment.

Participants set individualized employment and educational goals with guidance from their case manager. Services available are grouped around four major themes: 1) Improving educational achievement (including tutoring, dropout prevention strategies and post-secondary transition); 2) Preparing for and succeeding in employment (paid and unpaid work experience and internships); 3) Supporting youth (providing adult mentoring, 12 month follow-up and support services; and 4) Services intended to develop the potential of young people as citizens and leaders (leadership development opportunities).

Youth outcomes include education and work readiness skill enhancement, attainment of high school diploma or GED, enrollment into post-secondary or advanced training, maintaining employment at 90 and 180 days, and securing industry specific occupational credentials.

More recently, AchieveMpls launched a school year component of STEP-UP Achieve. Running both a fall and spring cohort, AchieveMpls is offering youth an opportunity to work in after-school and weekend jobs. Forty-two youth were included in the first cohort or pilot phase, these youth worked at 27 different companies, primarily in the non-profit sector. Future coordination with Minneapolis Public Schools "Work-Based Learning" will allow youth to access credits and flexible schedules for their work experience. Flexibility to work within student schedules is fundamental to developing a greater number of internships and positions within private-sector partners in particular.

## 8th Graders' Participation in After-Schools Activities

| Year | 8th-Students of color | 8th-White students | Overall |
|------|----------------------|--------------------|---------| 
| 2005/06 | 54% | 58% | 55% |
| 2006/07 | 51% | 59% | 54% |
| 2007/08 | 54% | 59% | 55% |
| 2008/2009 | 52% | 55% | 52% |
| 2009/10 | 53% | 57% | 54% |
| 2010/11* | 62% | 81% | 67% |
| 2011/12 | 58% | 67% | 61% |

Legend: ■ 8th-Students of color  ■ 8th-White students  ···◆··· Overall

Note: In years previous to 2010/11, MPS asked students if they participated in extracurricular activities.  Since 2010-2011 MPS asked Grade 8 and 11 students (not grade 5) four separate items regarding various types of extracurricular activities.  For 2010/11 we report out the percent of students who said YES to one or more of the four types of activities.
*Source: MPS Student Opinion Survey*

**Why is this measure important?**
Research has shown that students who do not participate in extracurricular activities, such as those offered in after-school programs, are more likely to use drugs and more likely to become teen parents than are students who spend one or more hours per week in extracurricular activities. Research has shown that students who are not engaged in weekly activities may be more likely to engage in antisocial behaviors, such as vandalism, theft and fights. Lack of adult supervision between the time that students are sent home and the time that parents arrive home from work is among multiple contributing factors to juvenile delinquency. Beyond simply offering a supervised time, extracurricular activities offer children and youth opportunities to learn new skills such as conflict resolution, prepare for a successful career, improve grades and develop relationships with caring adults. These elements can be critical in helping youth develop in positive ways.

**What will it take to make progress?**
An increase in funding along with creative ways to leverage assets is critical for improvements to be made. Upgraded facilities, more inclusive programming and strong adult leadership will allow students to further develop themselves in positive ways outside of the defined school day.

High quality, structured out-of-school time programs are environments that have the potential to support and promote youth development because they situate youth in safe environments, prevent youth from engaging in delinquent activities, teach youth general and specific skills, beliefs, and behaviors and provide opportunities for youth to develop relationships with peers and mentors.  Increasing involvement in out-of-school time activities involves addressing the barriers to participation by young people and the challenges faced by providers/organizations in offering quality opportunities. Common barriers to participation are: having other responsibilities at home (caring for younger siblings, needing to earn money to help the family budget); lack of safe transportation to programs/opportunities; and not knowing what is available.

The Minneapolis Park and Recreation Board (MPRB) and the Minneapolis Public Schools (MPS) strive to effectively serve youth and families across the city of Minneapolis. Their work has become more challenging as resources have become more limited. Through a Joint Commission Charter these two organizations are working together with a goal of establishing a robust organizational network that refines, builds and sustains a continuum of accessible, high quality sports and fitness opportunities and facilities available to all children in Minneapolis. The reliance of these organizations on each other in addition to well-coordinated partnerships with outside agencies and groups will lead to a more cohesive and successful engagement of Minneapolis youth.

In the summer 2012, the Minneapolis Youth Coordinating Board (YCB) received support from Youthprise to import the St. Paul Sprockets Model into Minneapolis. Sprockets is a citywide out of school time system that works to improve the quality, availability and effectiveness of out of school learning time through committed, collaborative and innovate efforts for community organizations, government, schools and other partners. When implemented in Minneapolis there will be an opportunity for expanded and deepened data collection and evaluation of out of school activities for the purpose of planning and policy development. The result will be that children and their families will have better information about activities allowing them to more effectively plan for out of school activities and youth serving agencies will have a consistent way to evaluate their effectiveness as youth service providers.

## 8th Graders' Participation in Extracurricular Activities by Race/Ethnicity
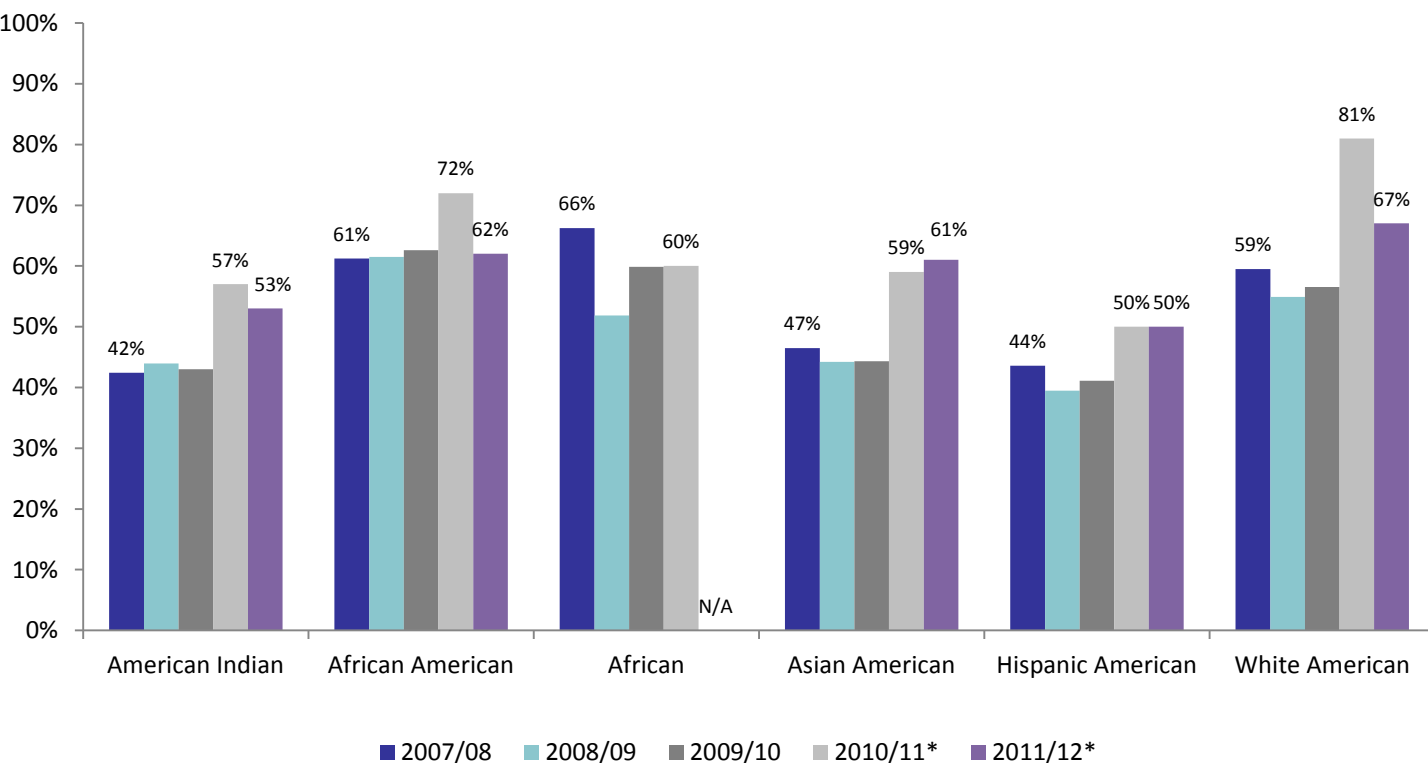


Legend: ■ 2007/08  ■ 2008/09  ■ 2009/10  ■ 2010/11*  ■ 2011/12*

Note: In years previous to 2010/11, MPS asked students if they participated in extracurricular activities.  Since 2010-2011 MPS asked Grade 8 and 11 students (not grade 5) four separate items regarding various types of extracurricular activities.  For 2010/11 we report out the percent of students who said YES to one or more of the four types of activities.
*Source: MPS Student Opinion Survey*

**Students Who Agree or Strongly Agree that "If I have a problem, there is at least one adult in this school I can talk to."**
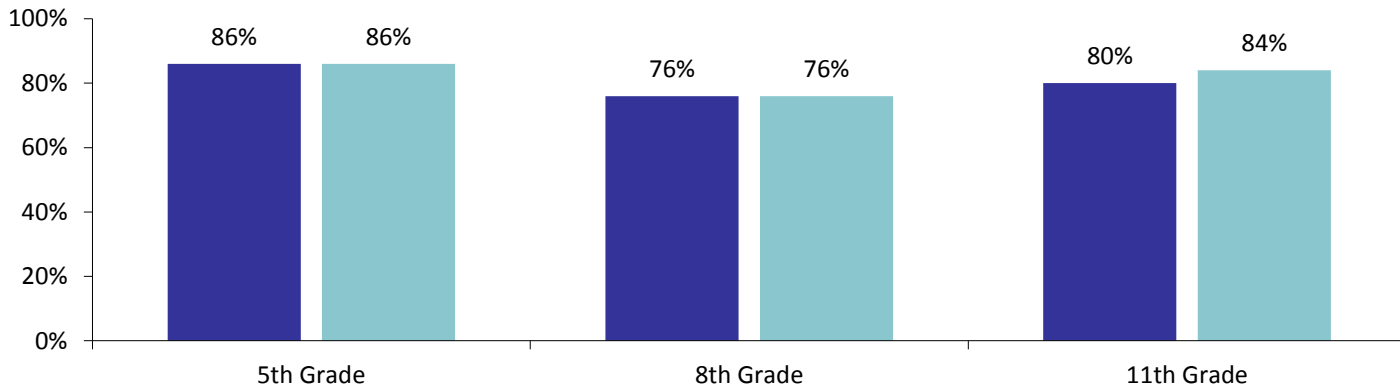


Source: MPS Student Opinion Survey, 2011 and 2012 ■ 2011 ■ 2012

**Why is this measure important?**
Believing that you have a trusted adult at home or at school that you can turn to in times of distress is critically important to reduce the risk of participating in risky behaviors.

**What will it take to make progress?**
There are a variety of factors that go into young people believing they can turn to an adult at school when needed. Among the most important are having good resources for children who need assistance – mental health counseling, chemical dependency counseling, clothes, food, shelter, etc. Strong community and school leadership creating schools and communities of support are also critical. Additionally, diverse and varied community resources and activities for children, young people and their families are also important.

**Number of Youth Brought to Juvenile Supervision Center for a Truancy Violation (2002-2012)**
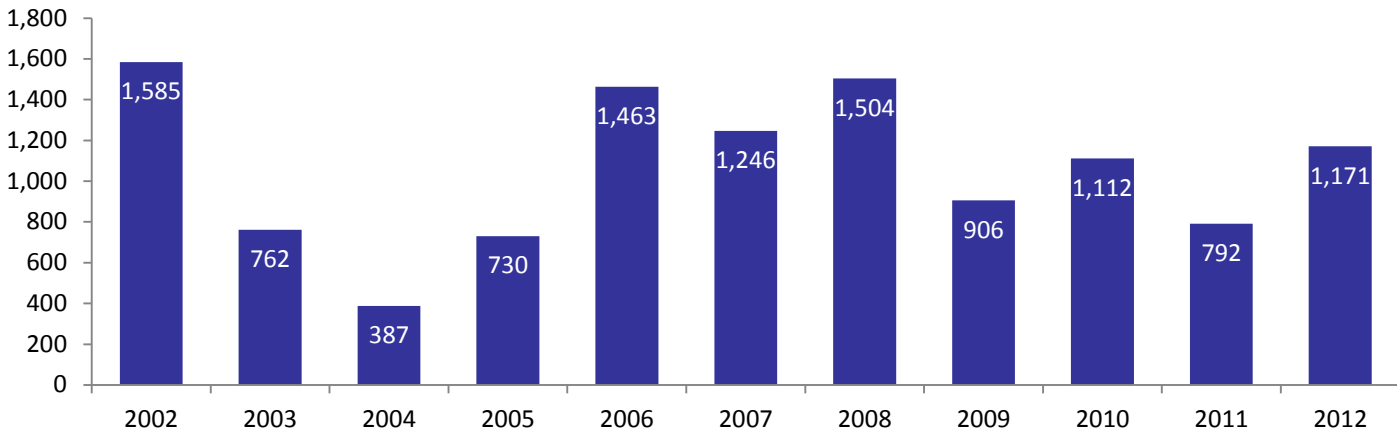


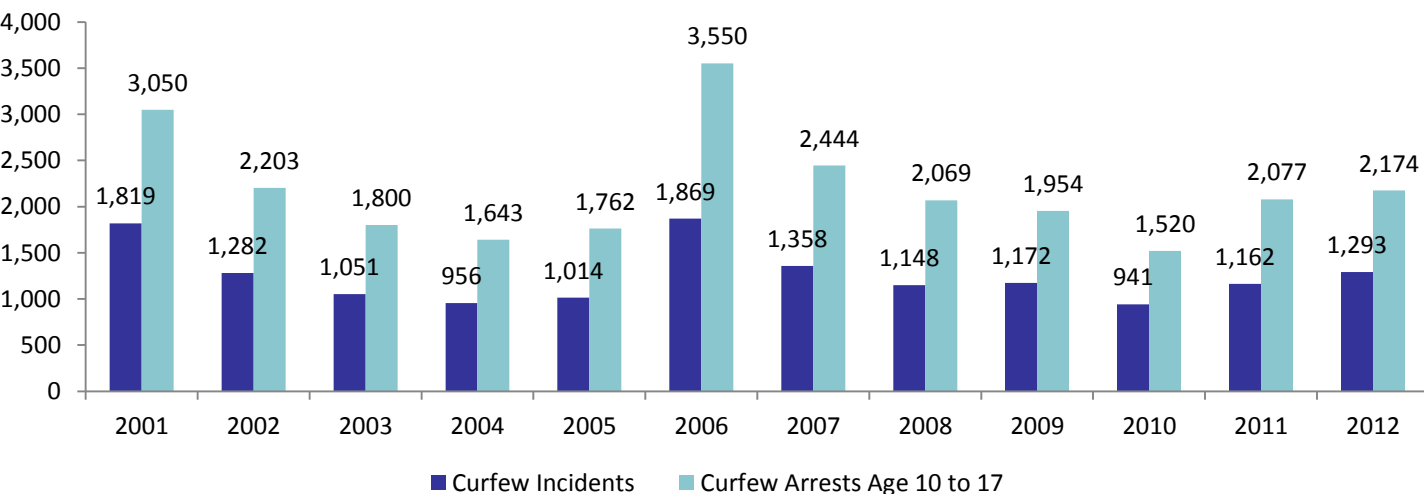*Source: Minneapolis Police Department*

## Why is this measure important?
Research has shown that children who commit curfew/truancy violations often are more likely to drop out of school, exhibit delinquency and have a higher risk of drug abuse. Curfew arrests are important because they work toward ensuring juveniles are not on the street and potentially in danger and it also reduces the ability for a juvenile to commit a crime if they are inside their home.
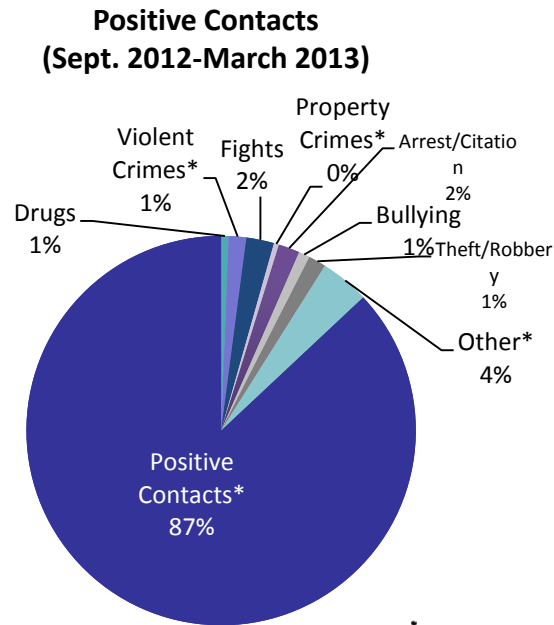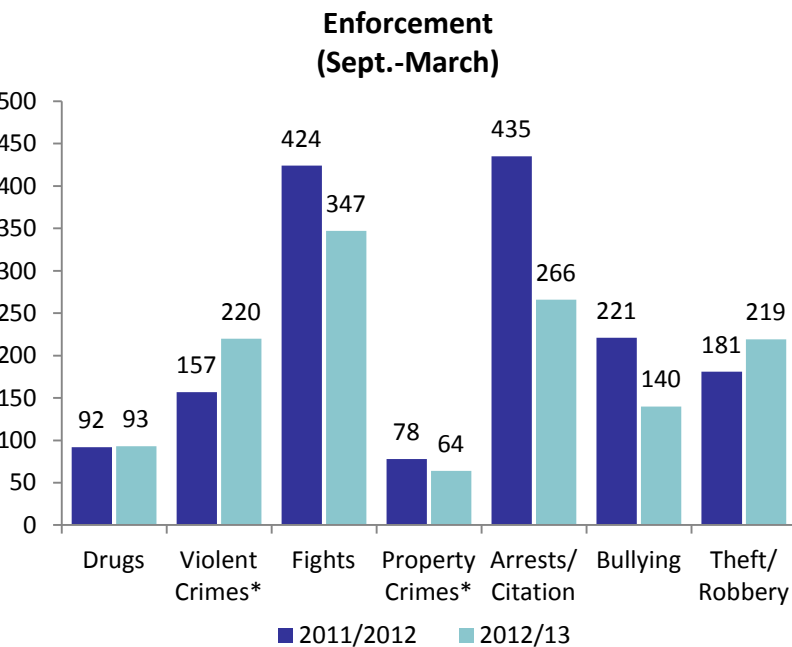
## What will it take to make progress?
Delinquencies/truant behavior may be a pathway for later delinquency and criminal activity. We continue to be successful in reducing curfew and truancy violations, as evidenced by the significant juvenile crime decreases. On-going focus on curfew and truancy violators insures higher school attendance therefore reducing the number of crimes committed by these offenders. By emphasizing the importance of having officers bring youths to the Juvenile Supervision Center (JSC) ensures troubled youths are evaluated for risk and provided appropriate case management. Furthermore, having School Resource Officers engage with this population in and outside of school reduces recidivism.

**Curfew Incidents and Arrests**



*Source: Minneapolis Police Department*

## School Resource Officer Enforcement Contacts with MPS Students

### Enforcement (Sept.-March)



Bar chart values:

| Category | 2011/2012 | 2012/13 |
|---|---|---|
| Drugs | 92 | 93 |
| Violent Crimes* | 157 | 220 |
| Fights | 424 | 347 |
| Property Crimes* | 78 | 64 |
| Arrests/Citation | 435 | 266 |
| Bullying | 221 | 140 |
| Theft/Robbery | 181 | 219 |

### Positive Contacts (Sept. 2012-March 2013)



Pie chart:
- Drugs 1%
- Violent Crimes* 1%
- Fights 2%
- Property Crimes* 0%
- Arrest/Citation 2%
- Bullying 1%
- Theft/Robbery 1%
- Other* 4%
- Positive Contacts* 87%

Note: Inconsistencies in self reported data limit the significance in any year to year comparisons.
*Violent Crimes: Weapons, Criminal Sexual Conduct, and Assault
*Property Crimes: Vandalism and Damage to Property
*Positive Contacts: Classroom activities, criminal incidents that do not result in an arrest (e.g.. a warning) and other non-enforcement contacts
*Other: Terroristic Threats, Missing Persons, Code Red/Yellow, Assist Other Police, Status Offenses, Criminal Incidents No Arrest and Health and Welfare
*Source: MPS Research, Evaluation & Assessment Department*

**Why is this measure important?**
The School Resource Officer Program is a significant function of the Juvenile Division in terms of personnel and work hours. The MPD Juvenile Division has 16 School Resource Officers (SROs) and one community service officer who serve in Minneapolis Public Schools. The role of the SRO is not only to operate from an enforcement position, but to connect with children and offer them a positive role model.

**What will it take to make progress?**
Through the SRO program, the Minneapolis Police Juvenile Division has sought to decriminalize school behavior issues and work with MPD partners to offer more positive alternatives. Tracking Student Contact data is a new endeavor and we will continue to work to provide consistency in data entry. Programs and strategies for achieving this goal are outlined below.

**Speak-UP**
Speak-Up is a hotline enabling young people to anonymously leave information about threats or potential acts of violence throughout the city. This is made possible through a partnership between the Minneapolis Public Schools and the Minneapolis Department of Health and Family Support.

**Safe Routes**
Safe Routes to School (SR2S) is a movement to support and promote walking and biking to school. SR2S

Additional Narrative on Next Page…

programming is developed locally at individual school sites and is supported by the technical assistance and resources offered by the interagency SR2S work group, which is facilitated by district SR2S staff and includes representatives from a variety of district and city departments.  City of Minneapolis Public Works, Minneapolis Police Department, and the Department of Health and Family Support bring unique expertise and provide critical support.  School Safety Patrol, a program coordinated by the SRO's in partnership with MPS, not only aims to improve safety but also fosters leadership and good citizenship qualities in young people.  Additionally, SR2S seeks to utilize resources such as MPD's Traffic Enforcement, precinct squad cars and SROs to partner with other city and school resources to strengthen neighborhood safety and deepen community relations.

## SRO Summer Initiatives

In addition to their responsibility during the regular school year, the SRO's are asked to participate and in some cases develop positive, out-reach programs for Minneapolis youth during the summer months.  Examples of these programs are listed below.

### Bike Cops for Kids

This program has been operating for several years and was founded by SRO's themselves. Using donations from foundations and other outside organizations, the officers spend all day riding bicycles in specifically- selected, distressed neighborhoods. Using the donated funds, The "Bike Cops" purchase bicycle helmets to hand out to kids in those neighborhoods. The helmet is used not only to increase safety and lessen childhood injuries, but as a method to approach and develop a conversation with the youth. The program offers Minneapolis youth to meet police officers in a positive way. Officers also have a limited number of bicycles they can give to children who are "caught" wearing the bike helmets later in the summer.

### Summer Youth Employment Program

Originally known as the Crime Prevention Intern Program, the Summer Youth Employment Program was established before the Juvenile Division was re-created.  The initiative began as a Sector CPS on the North Side.  In the Summer of 2011, SROs were assigned as "team leaders" for youth groups who have been hired to participate in projects that are designed to benefit the city. This program employs 30+ kids and a few of the team leaders are youth who participated and now serve as mentors. The object is to meet the one of the main directives of the Mayor's "Blueprint to Prevent Youth Violence" by placing a positive adult role model in the life of a child.

### Police Activities League (PAL)

With school out of session, the need to keep kids active and engaged in positive activities increases substantially. SROs are added to the staffing levels of PAL to enhance resources available to youth in Minneapolis.

### Downtown Improvement District

SRO's join the efforts in the downtown area to engage youth in a positive manor for the benefit of all citizens.

### MP2 Mentoring Program

This is a new summer mentoring program sponsored by MPD & MPS and other critical partners. This is an important juvenile initiative to instill the importance of good character and civic responsibility, with the expectation that each student brings the lessons learned from this program back into their community to make it a better and safer place for our citizens.

**Minneapolis Teen Pregnancy Rates by Race/Ethnicity (Age 15-17)**
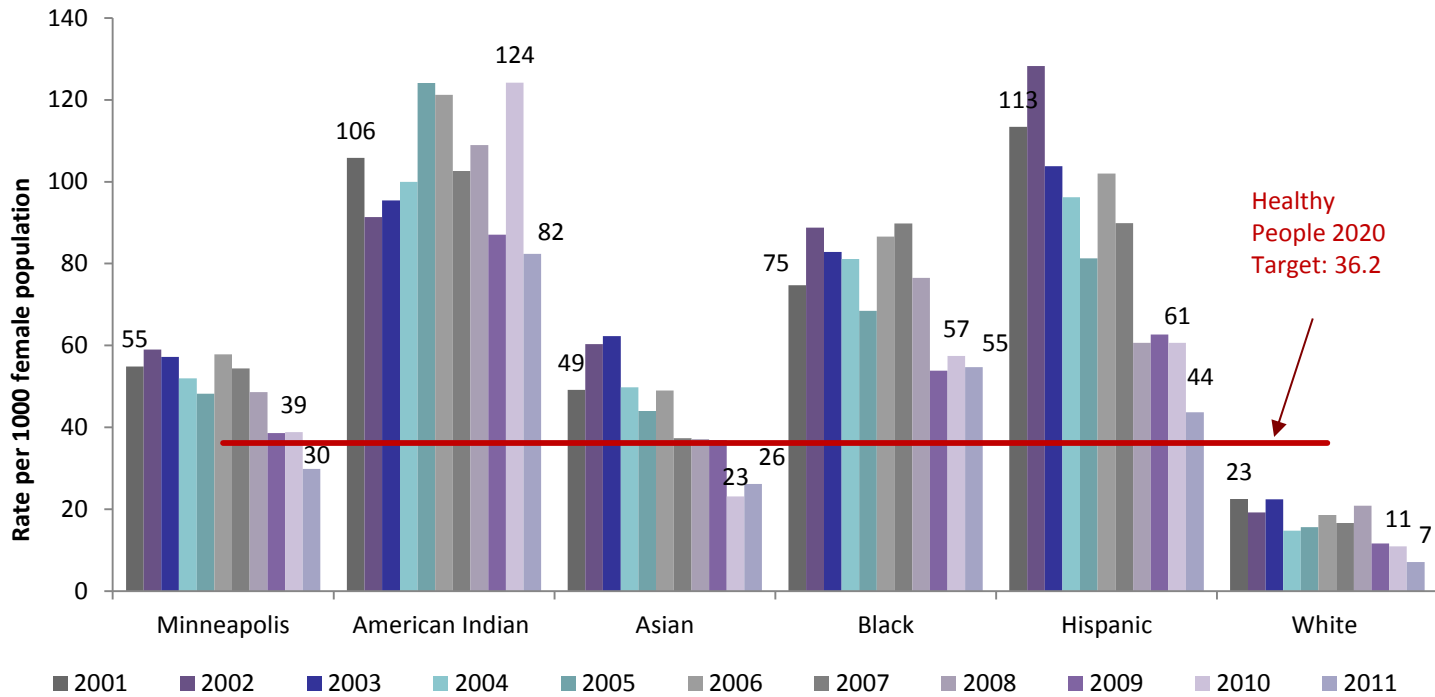


Healthy People 2020 Target: 36.2

Legend: 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011

*Source: Minnesota Health Department*

**Why is this measure important?**

Having a child during adolescence increases the likelihood that a mother will not complete high school and that her children will be raised in poverty. Children born to teen mothers are much more likely to exhibit behavioral problems than children of older mothers and daughters of teen mothers are more likely to become teen mothers themselves.

**What will it take to achieve the targets?**

Teens who value education, are involved in school and community activities, and believe in the possibility of a bright future are less likely to engage in sexual relationships at a young age, and are more careful about using contraception when they initiate sexual activity. To reduce teen pregnancy, it is essential that young people receive medically accurate and science based reproductive health education.  It is also important that they have access to "teen friendly" confidential medical care.  To reduce repeat births to teen mothers and keep them in school, public health home visiting, child care and other support services are essential.

**City of Minneapolis Strategies/Initiatives**

1.  Minimize barriers to reproductive health and family planning services by:
    *   Providing adolescent friendly school based health services in Minneapolis Public High Schools (*Minneapolis School Based Clinics*); and
    *   Targeted outreach to young males to connect them with reproductive health services (*Seen on Da Streets*).

2.  Promote medically accurate sex education in public schools with emphasis on improving access to comprehensive sexuality education to Minneapolis youth in grades 6-8.

Additional Narrative on Next Page…

3.  Reduce incidence of subsequent pregnancies to teen parents ages 19 years and younger via public health home visiting services. (Contract with Minnesota Visiting Nurses Association to implement the Minneapolis Teen Parent Home Visiting program.)

4.  Close the disparity gap in teen pregnancy rates for American Indian, Hispanic, African American and African youth by promoting/funding culturally specific teen pregnancy prevention initiatives. (Currently working with Division of Indian Work.)

5.  Encourage community collaboration and coordinated service delivery for teen pregnancy prevention and services for pregnant and parenting teens. (Sponsorship of Minneapolis Urban Initiative for Reproductive Health; and Hennepin County Teen Parent Connection.)

## Number of JCAT Visits
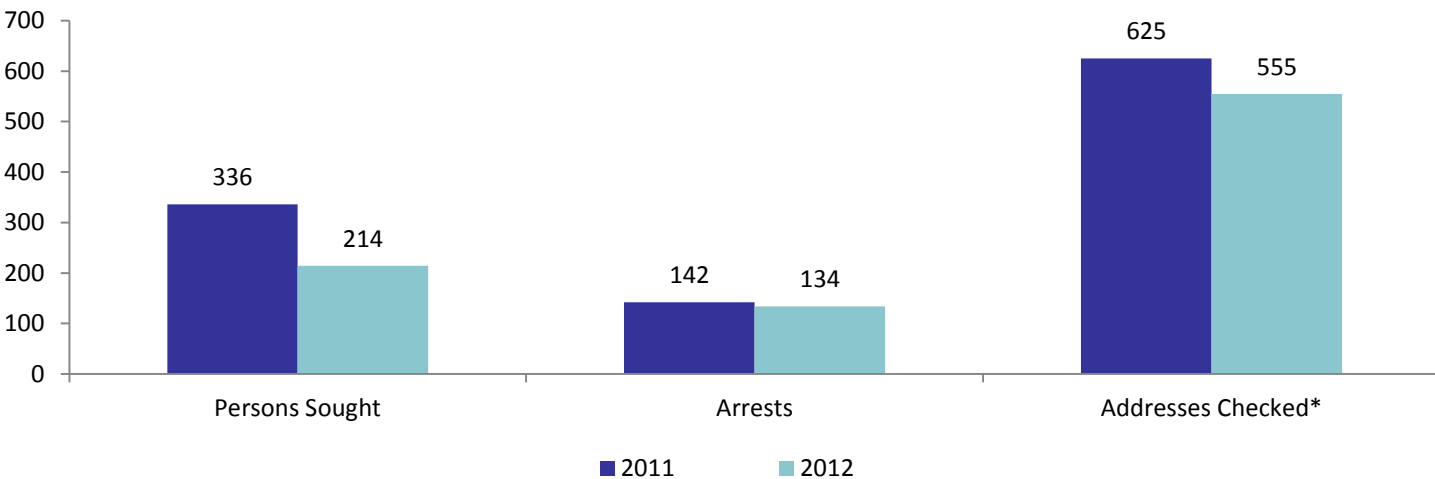


*A home visit that includes identifying and interviewing everyone in the house.
*Source: Juvenile Crime Apprehension Team; Minneapolis Police Department*

**Why is this measure important?**
The Police Department's Juvenile Crime Apprehension Team (JCAT) program has developed into a full-time multi-agency juvenile task force. The team includes the Minneapolis Police and the United States Marshall Service and work cooperatively to intervene with juveniles who have gone down the wrong path legally. We then bring them to the courts so that resources can be obtained to help break the cycle of violence for these juveniles.

**What will it take to make progress?**
The JCAT effort is to focus on primarily juveniles involved in violent crimes against persons, weapons offenses and felony drug offenses. Apprehension team members from the participating agencies are dedicated to the persistent and focused efforts on juveniles and juvenile crime to break the cycle of violence. The intention of the JCAT program is that this persistent follow up of juvenile offenders offers a message of accountability, and thus, a decrease in delinquent and/or violent behavior. The intention is that this follow-up will result in a cessation of delinquent behavior or an expectation for accountability in the event of future delinquencies. In 2012, there were a little less than 1,200 juveniles on probation under the Hennepin County Department of Community Corrections and Rehabilitation's supervision.

## Outcome for Juveniles Offered the Opportunity to Participate in Diversion Program
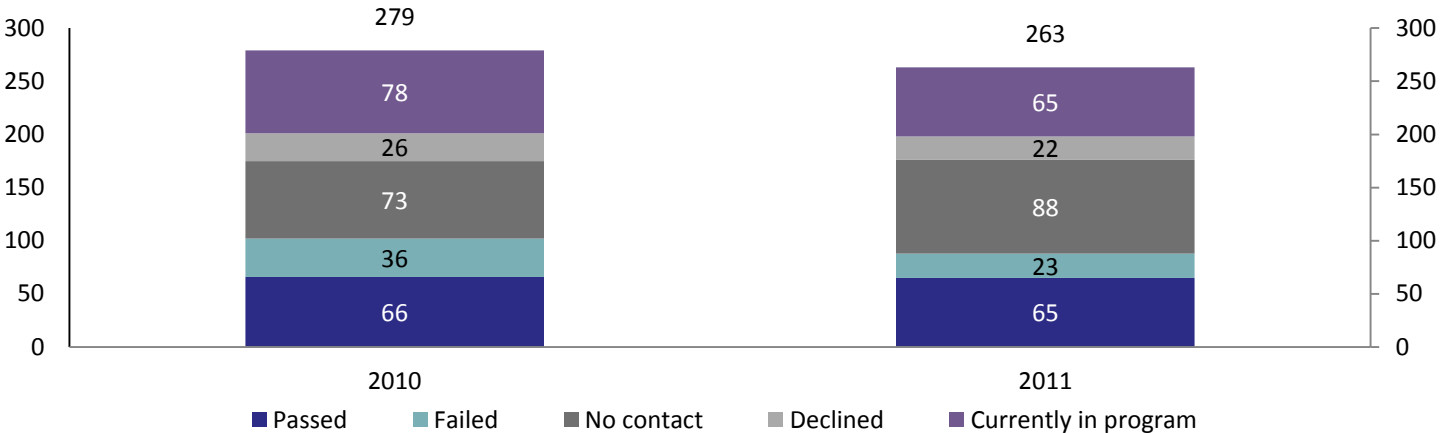


Note: 2012 Data is not available
*Source: Minneapolis Police Department*

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**Why is this measure important?**
Reviewing the numbers of youth who do not continue to commit crimes after receiving services from certain agencies will help us evaluate which activities are the most effective in this population.

Juvenile Diversion is a program geared to first-time, misdemeanor offenders.  The purpose of the program is to offer juvenile offenders an alternative to the traditional juvenile justice system in an effort to change behavior and avoid the formal charges. To do this, The MPD Juvenile Division Partners with 12 non-profit organizations who specialize in youth related issues.

**What will it take to make progress?**
MPD works with the Hennepin County Attorney's office to divert juveniles who do not meet our criteria, through their Project deNovo. This program connects youth to community-based services and restorative justice programs as well. Increasing collaborative activities such as these help reduce the number of juvenile who commit crimes. The Minneapolis Juvenile Outreach and Diversion Unit will continue to offer the following programs.

Minneapolis Police Diversion Program
An MPD Youth Specialist reviews current cases to determine if the juvenile involved in the case should be diverted out of the Hennepin County Court system and work with diversion programs that we have developed a relationship with. If the youth does not successfully complete the program, the case is returned to the Hennepin County Attorney's office for review of formal charges. These kids involved in this program are low level offenders with little to no criminal history.

The Minneapolis School Resource Officer Program (SRO) (See page 17)
The School Resource Officers Program is a function of the MPD Juvenile Outreach and Diversion Unit. The SRO's work directly out of the Minneapolis Public Schools. The SRO's and the school administration in each school form a very unique partnership within each school. The SRO is present in the school to act as a role model and mentor on a daily basis and ensure the safety of the students and staff.  During extended breaks from school within the school year, officers partner with probation officers on details and assist in the public libraries.

<u>Police Activities League (PAL)</u>
Keeping kids engaged in positive activities with good role models and mentors increases the likelyhood that a child will grow up to become a healthy contributing member of society.  PAL works with kids while school is out of session to give them a safe healthy place to go and grow.  PAL is a non-profit that is staffed with police personnel and community volunteers  that provide positive influences on kids.  Activities include: football, soccer, volleyball, field trips to waterparks, libraries, fitness camps and many more.

<u>Home Grown Cops</u>
The Minneapolis Police Department is actively seeking a diverse membership that is reflective of the community.  We at MPD have the rare opportunity to touch kids lives as they grow. Officers respond to calls in their neighborhoods, and work with them in schools. The MPD sponsors and works with the Minneapolis School Patrol officers, this group of elementary age kids are dedicated to helping keep fellow classmates safe on the busses and at the corners crossing the street near their school. These kids attend Camp Legionville for training and are rewarded at the end of the school year with a day at the MOA park of America.  These kids are continued to be mentored and encouraged to join the PAL Explorers. The Explorers learn first-hand, the duties and responsibilities of police officers. Interested kids meet with Police Officer Advisors and are trained as to how they would respond to various calls that the police receive while on duty. The MPD Post has been very successful at state wide competitions.  Youth that participate in the Explorers Program are then mentored and encouraged to apply to the Community Service Officers paid position within the department and are then further mentored by officers to become licensed police officers in Minneapolis.

## Crimes Against Children: Missing Juveniles and Runaways
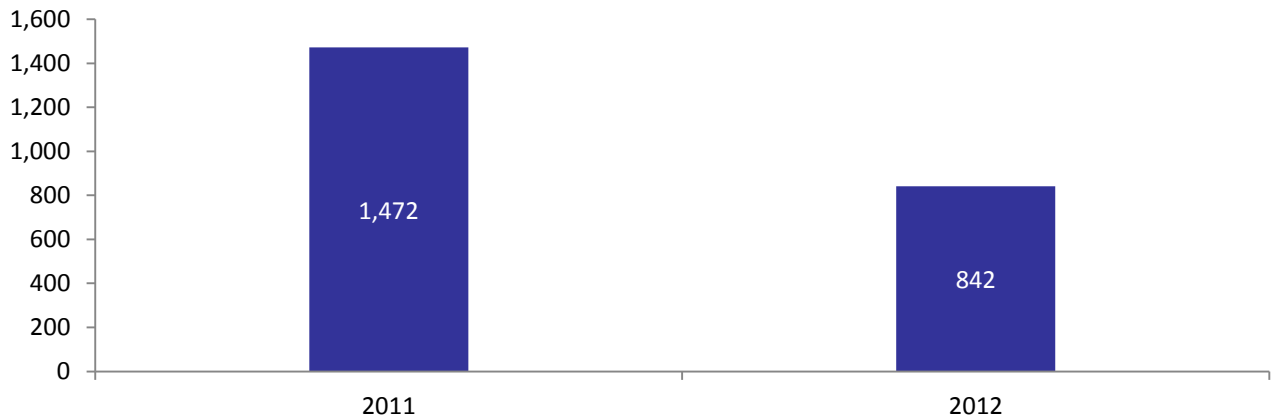


*Source: Minneapolis Police Department*

### Why is this measure important?

In 2012, the Minneapolis Police Department dramatically changed how we investigate crimes against children, especially in the areas of sex trafficking and sexual assault of children. The Minneapolis Police Department investigated 30 "Sex Trafficking" cases involving both Juvenile and adults victims.

there were In 2012, the department changed the name of the Child Abuse Unit to the "Crimes Against Children Unit." The name change is designed to encapsulate the full cycle of violence perpetrated against children and how that effects their vulnerability and involvement in destructive behavior – sometimes by choice and sometimes not. The Crimes Against Children Unit is organizationally comprised of three equally important, yet separate teams.
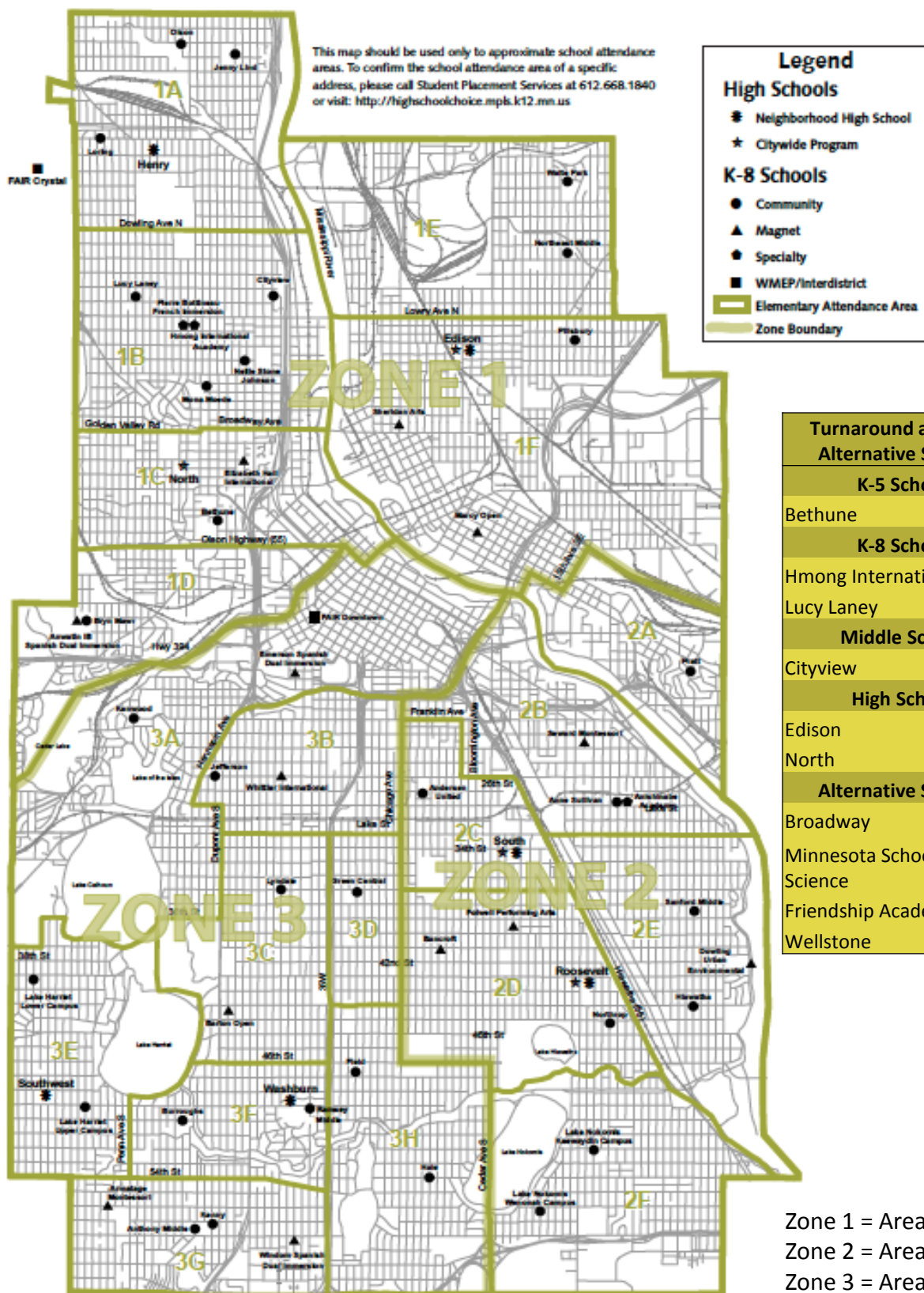
- Child Abuse Investigation Team who investigate both physical and sexual interfamilial abuse.
- Sex Trafficking Investigations Team which investigates cases where juveniles are identified as being exploited in the Sex Trafficking trade.
- Missing Juvenile Investigations Team who review and investigate reported missing or runaway juveniles. The Missing Juvenile Investigative team partners with Hennepin County Human Services and Public Health (HSPH) to form the Absenting Youth Project. This program is dedicated to identify, rescue and offer services to missing and runaway youth.
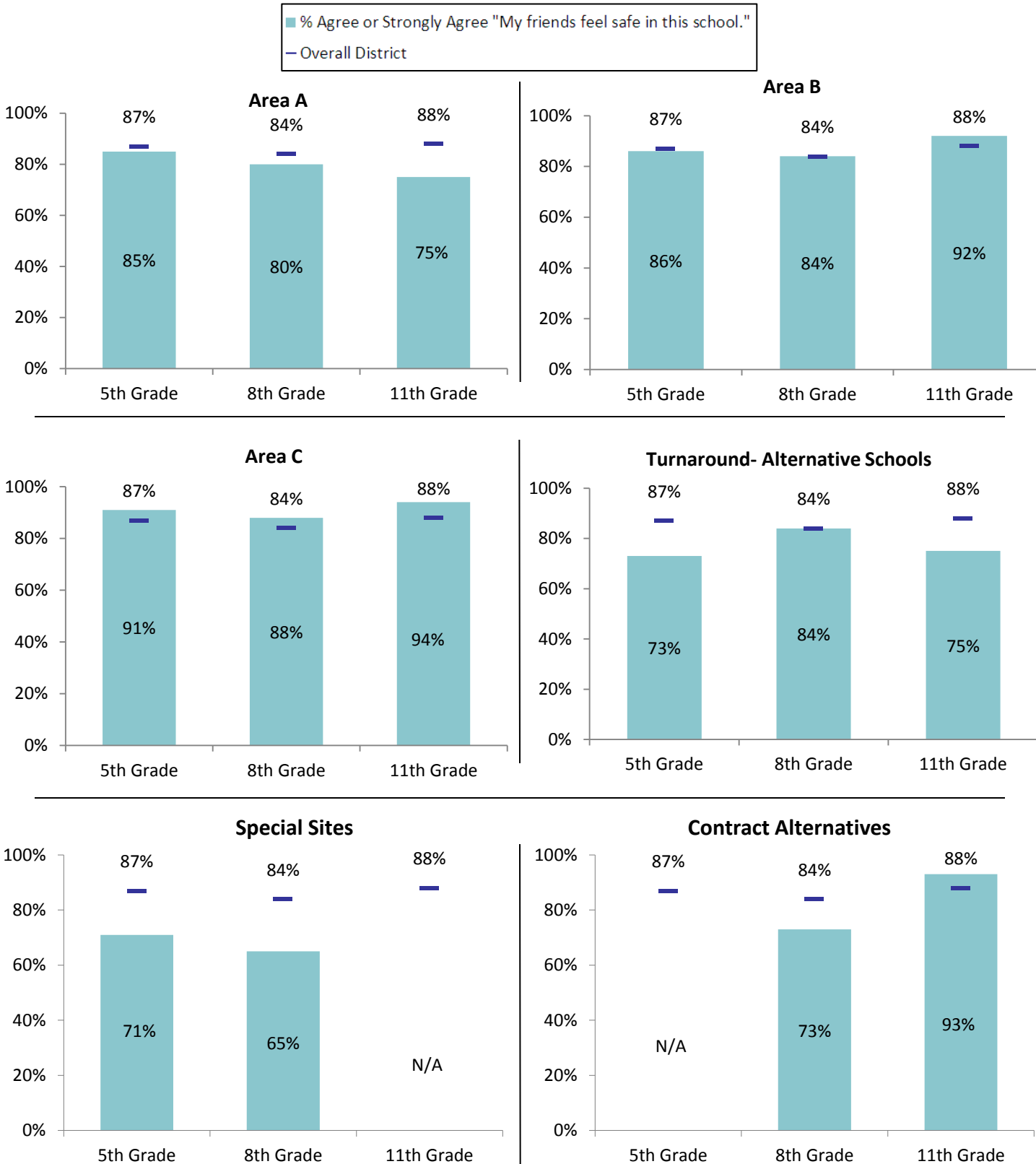
### What will it take to make progress?

The Crimes Against Children Unit will continue to use a holistic approach to identifying, investigating and helping at risk youth victims and their families. This new unit will continue with the overall goal of identifying early warning signs with troubled youth before they become victims or suspects of serious crimes.

# MINNEAPOLIS PUBLIC SCHOOLS
## Pre-K-12 Schools Map for 2012-2013

This map should be used only to approximate school attendance areas. To confirm the school attendance area of a specific address, please call Student Placement Services at 612.668.1840 or visit: http://highschoolchoice.mpls.k12.mn.us

**Legend**

**High Schools**
- ✱ Neighborhood High School
- ★ Citywide Program

**K-8 Schools**
- ● Community
- ▲ Magnet
- ⬟ Specialty
- ■ WMEP/Interdistrict
- ▭ Elementary Attendance Area
- ▬ Zone Boundary

| Turnaround and MPS Alternative Schools |
|---|
| **K-5 School** |
| Bethune |
| **K-8 School** |
| Hmong International |
| Lucy Laney |
| **Middle School** |
| Cityview |
| **High School** |
| Edison |
| North |
| **Alternative Schools** |
| Broadway |
| Minnesota School of Science |
| Friendship Academy |
| Wellstone |

Zone 1 = Area A
Zone 2 = Area B
Zone 3 = Area C

## Percentage of Students who Agree or Strongly Agree "My friends feel safe in this school" Compared to District Overall, by Area (See Map)

- % Agree or Strongly Agree "My friends feel safe in this school."
- — Overall District

### Area A

| Grade | % Agree/Strongly Agree | Overall District |
|---|---|---|
| 5th Grade | 85% | 87% |
| 8th Grade | 80% | 84% |
| 11th Grade | 75% | 88% |

### Area B

| Grade | % Agree/Strongly Agree | Overall District |
|---|---|---|
| 5th Grade | 86% | 87% |
| 8th Grade | 84% | 84% |
| 11th Grade | 92% | 88% |

### Area C

| Grade | % Agree/Strongly Agree | Overall District |
|---|---|---|
| 5th Grade | 91% | 87% |
| 8th Grade | 88% | 84% |
| 11th Grade | 94% | 88% |

### Turnaround- Alternative Schools

| Grade | % Agree/Strongly Agree | Overall District |
|---|---|---|
| 5th Grade | 73% | 87% |
| 8th Grade | 84% | 84% |
| 11th Grade | 75% | 88% |

### Special Sites

| Grade | % Agree/Strongly Agree | Overall District |
|---|---|---|
| 5th Grade | 71% | 87% |
| 8th Grade | 65% | 84% |
| 11th Grade | N/A | 88% |

### Contract Alternatives

| Grade | % Agree/Strongly Agree | Overall District |
|---|---|---|
| 5th Grade | N/A | 87% |
| 8th Grade | 73% | 84% |
| 11th Grade | 93% | 88% |

June 4, 2013

Additional Data and Narrative on Next Page…

**Why is this measure important?**
Youth who feel safe in their school environment are more likely to attend school and succeed academically than those who do not feel safe.

**What will it take to make progress?**
Several efforts underway are important to supporting student safety and feeling safe. School Resource Officers are essential, and must connect with children in positive and productive ways. High student engagement and a clear behavior framework are important to creating an effective learning environment. Minneapolis Public Schools use Positive Behavior Intervention and Support (PBIS), restorative justice, a social skills curriculum and anti-bullying programs to establish safe and secure school climates. The PBIS approach is being adopted across public jurisdictions to include Minneapolis Parks, Hennepin County Libraries and youth serving non-profits so that young people experience coordinated expectations and identifiable messaging regardless of where they are. Finally, young people feel safer when they are communicated with by others. The City of Minneapolis and Minneapolis Public Schools should continue to make sure that young people see themselves as important and necessary elements in making a safe and successful city and school environments.

Additionally, the Minneapolis Youth Congress identified 5 approaches for increasing feeling safe in school and community from youth attending their Safety Hearings in August 2010:

1. Understand and get to know the people in your community/school;
2. Be honest, forthright and non-judgmental;
3. Give everyone good information in preparation for an emergency and while an emergency is happening;
4. Listen to each other; and
5. Make good decisions, stay out of trouble and don't act guilty if you are not.

**Eighth Grade Perceptions of Safety at School**
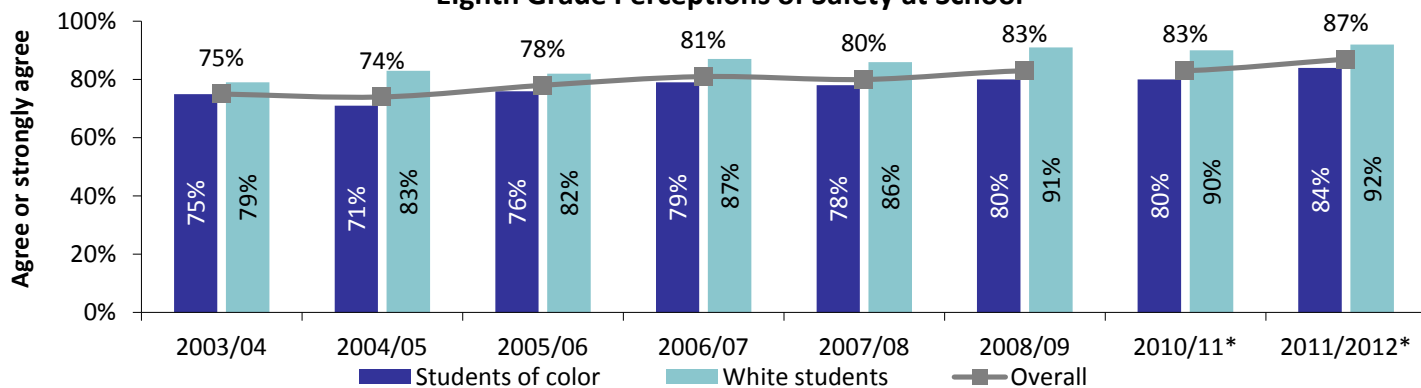


**Eighth Grade Perceptions of Safety at School by Race/Ethnicity**
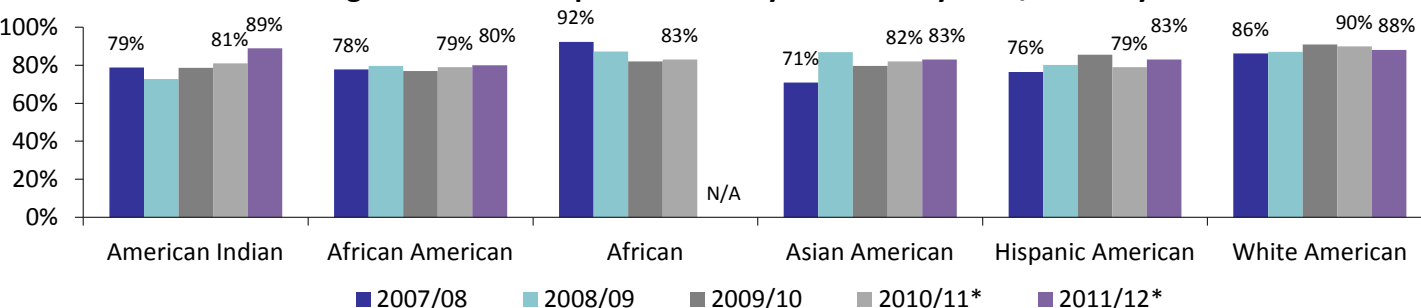


Note: Prior to 2010/2011 students were asked if they agreed or disagreed with the statement "I feel safe at school." In 2010/2011 the question read " My friends feel safe in this school."
*Source: MPS Student Opinion Survey*

## MN Student Survey: Illegal Gang Activity is a Problem at this School.
### (Students who agree or strongly agree)
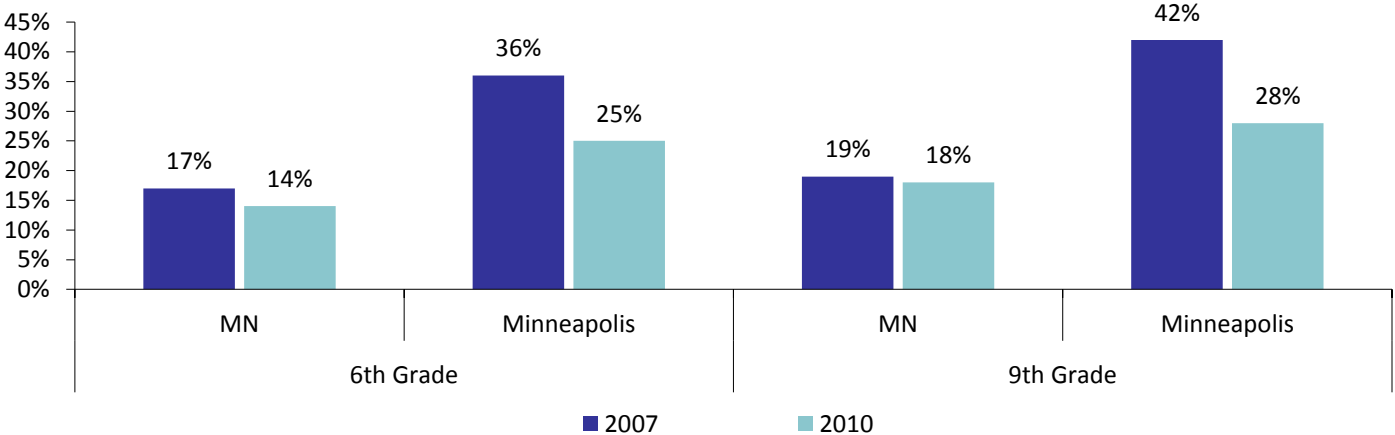


Note: This survey is only released every three years
*Source: Minnesota Student Survey, Minnesota Department of Education.*
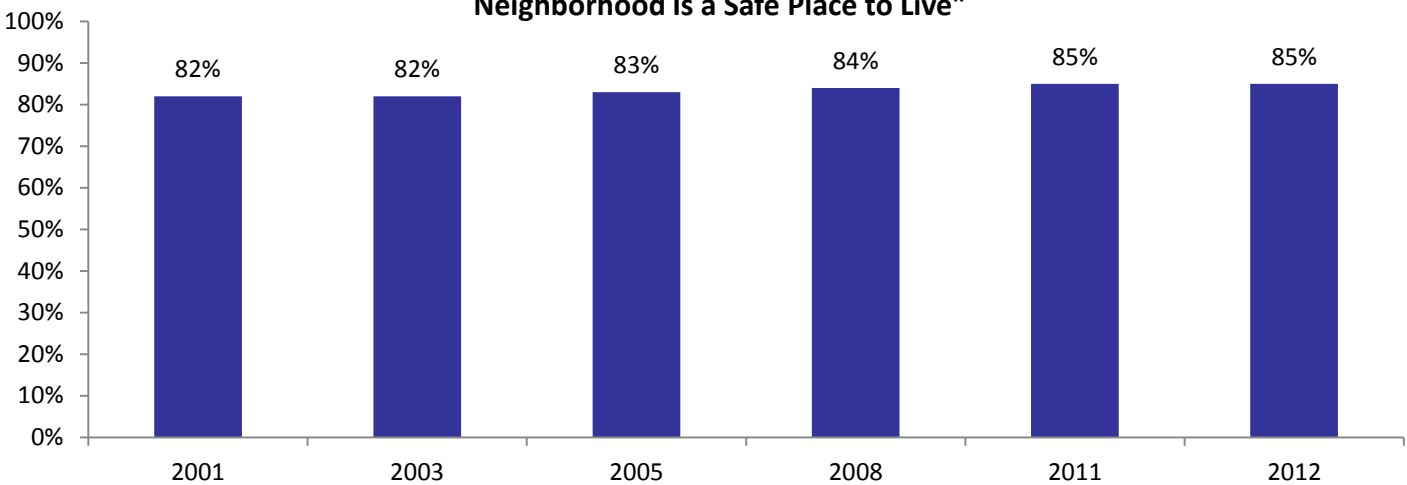
## Why is this measure important?

The Minnesota Student Survey has a question that asks students about gang problems at their school. The survey is conducted every three years. The last survey was conducted in 2010. The following tables illustrate relevant results of the survey statewide compared to Minneapolis Public Schools. Only grade 6 and grade 9 data were included due to concerns over the reliability of grade 12 data at the Minneapolis level.

A wide disparity exists between perceptions of gang problems in the schools between Minneapolis Public School students and statewide. The proportion of students who perceive that gangs are a problem in Minneapolis Public Schools is nearly double the same proportion at the state level. For instance, twenty-five percent of sixth graders in Minneapolis reported illegal gang activity to be a problem in their schools, compared to fourteen percent statewide. Perceptions are similar between male students and female students, with slightly more 9th graders agreeing there is a problem compared to 6th graders.

## What will it take to make progress?

The City of Minneapolis' efforts to address gang-related violence are in the context of state, county and local efforts to address the problem. Working effectively requires coordination of gang prevention efforts at various levels of government and among a vast network of organizations, departments and agencies. Various collaborative efforts exist in Minneapolis to address youth and gang violence prevention. These collaborative efforts help the City to fulfill specific goals and recommendations in the Blueprint. In 2009, Minneapolis conducted a comprehensive gang assessment of four North Minneapolis neighborhoods: Folwell, Hawthorne, Jordan, and McKinley. Specific gaps in gang prevention that emerged from the assessment include: structured, intentional programming for youth of younger ages that arms them to deal with pressures to join gangs; culturally-appropriate programming at all levels of prevention; and trusted adults interacting and mentoring youth in the community. Specific gaps at the level of intervention when youth and families are already involved with gangs and exhibiting risk factors include: employment opportunities for ex-offenders at the point of re-entry; support services in schools before and during administrative transfers of students; expanded approaches to involving community residents in prevention of and response to violent incidents; local support and resources for minor parents, especially those struggling with addiction; and partnerships with local colleges and universities in youth and gang violence prevention and intervention efforts and initiatives.

**Percent of Residents who "Agree" or "Strongly Agree" with the statement "My Neighborhood Is a Safe Place to Live"**



*Source: 2012 Minneapolis Resident Survey*

## Why is this measure important?

The environments in which we live in profoundly impact our health and behaviors in addition to influencing our perceptions and values associated with safety and violence in our communities. Changing community perceptions and norms about violence is a high priority. While violent crime has been decreasing in Minneapolis over the past several years, a variety of factors affect the positive perception of the city as the premier place to live, work, shop and recreate. Perceptions of crime and deteriorating physical features of urban environments can negatively influence the health, culture and social cohesion of a community. Dilapidated environments and urban blight tend to promote alienation and can be associated with social disorder, vandalism, crime, drug abuse, traffic violations, and littering, among many things.

## What will it take to make progress?

Research has demonstrated that long-term public education campaigns on violence prevention, family education, alcohol and drug prevention, and gun safety are effective strategies to help prevent delinquency. Researchers also agree that involving youth and developing community consensus around these values are essential to an effective public education process. A well-designed public education campaign can make a positive impact on public opinion and be a cost-effective way of providing critical information to a large number of people. For example, it can enhance community understanding about the nature and value of the juvenile justice system. It can educate all members of the community about effective prevention and intervention strategies. It can help communities identify and access local resources. And it can inform policymakers of proven options for effective juvenile justice at all levels. Beyond public awareness and education, there are additional key livability issues that contribute to overall quality of life for our neighborhoods that also impact perceptions and further work should be done to address the intersections between perceptions of safety and neighborhood livability issues.

**Percent of Residents who "Agree" or "Strongly Agree" with the statement "My Neighborhood Is a Safe Place to Live" by Community Planning District**
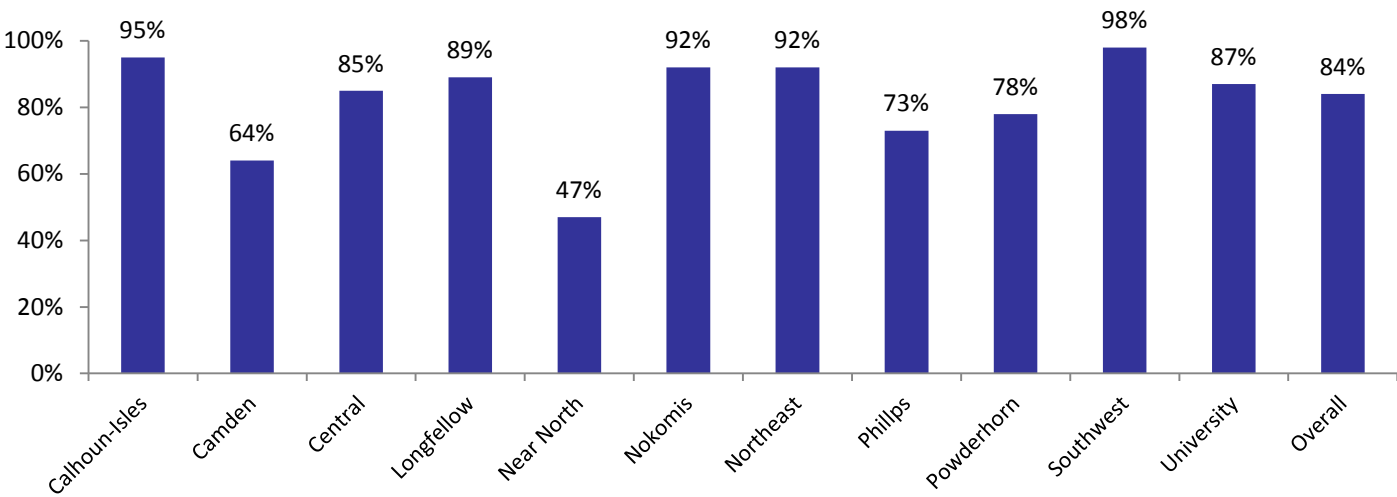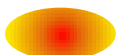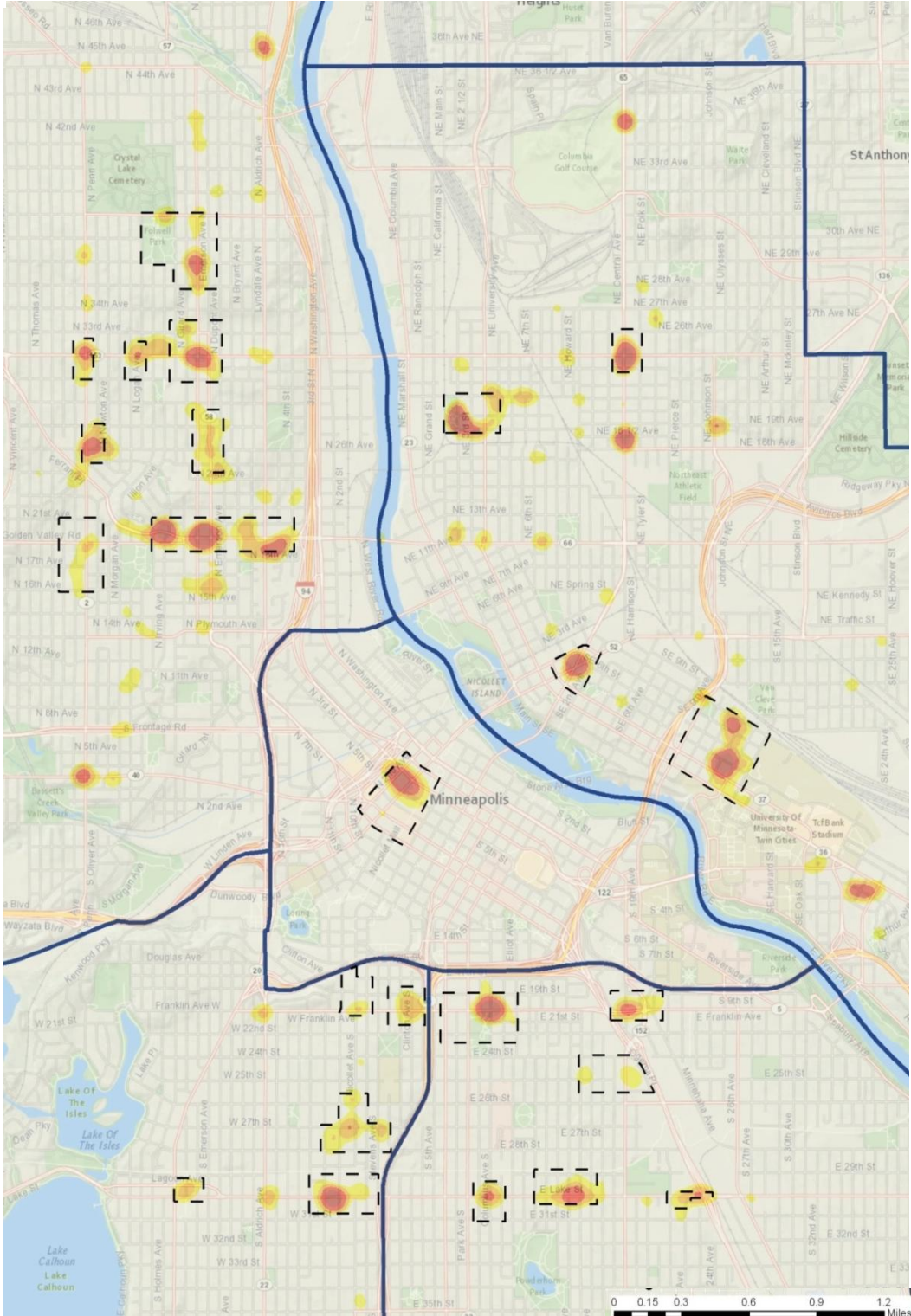


Note: Margin of Error for Community Planning Districts range from +/- 7%-+/-10%
*Source: 2012 Minneapolis Resident Survey*
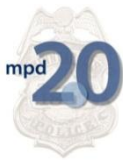
# MINNEAPOLIS POLICE DEPARTMENT
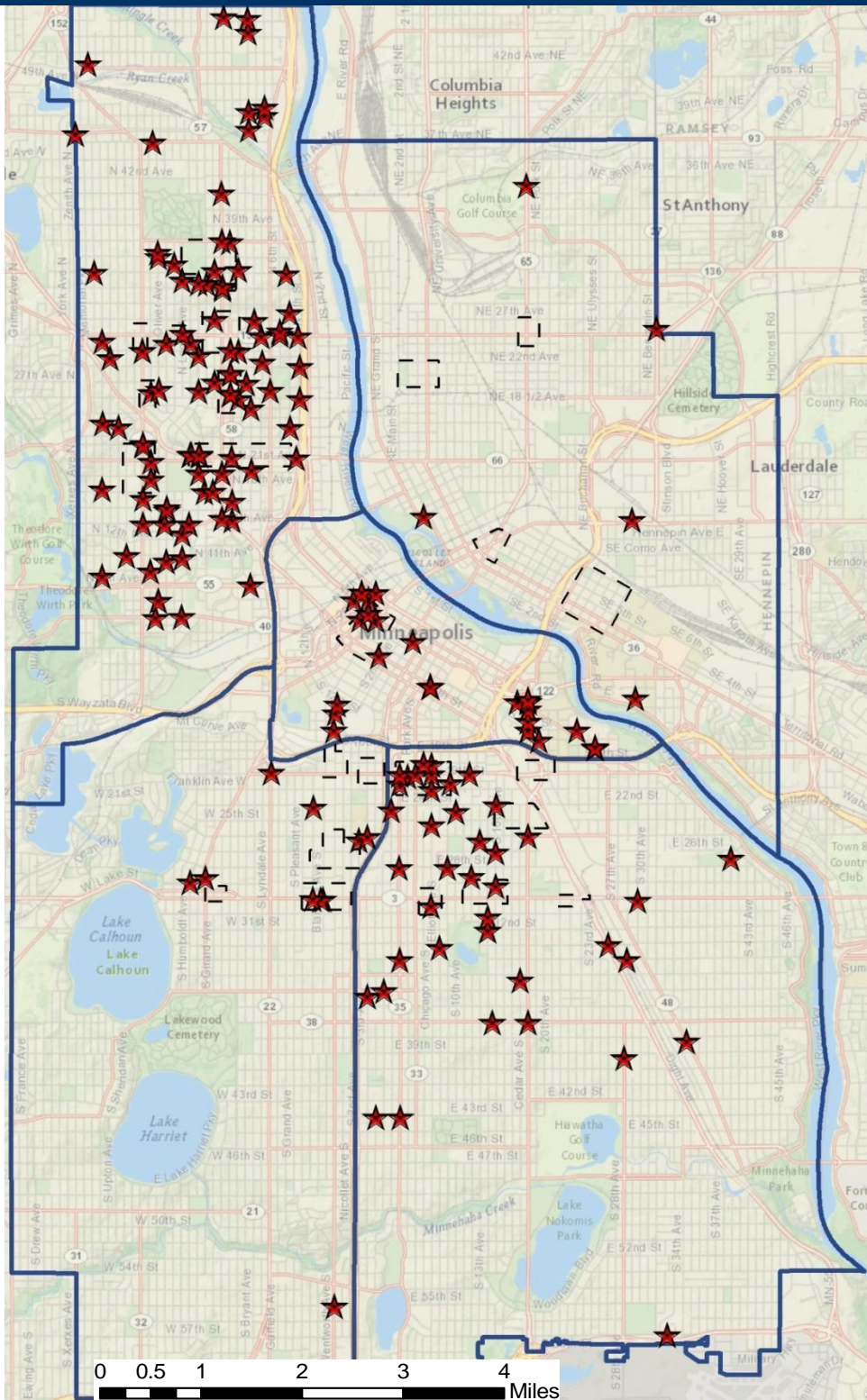## Violent Crime Hot Spots in 2012



**2012 Violent Crime Hot Spots**

**Chronic Violent Crime Hot Spots**
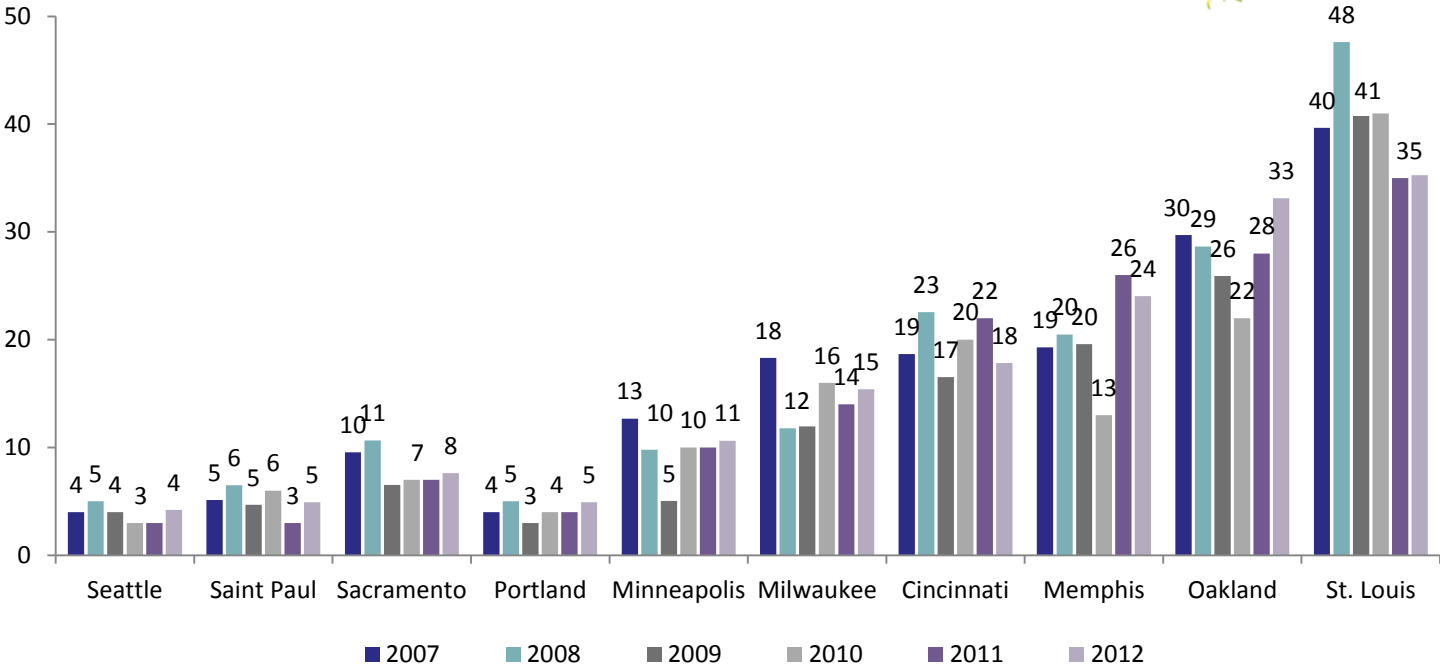
# MINNEAPOLIS POLICE DEPARTMENT
## Shooting Calls in 2012



Each icon represents a 911 Shooting call or report from the CAD system in which a police officer is assigned and responded. Not every call results in a verified shooting, assault, or violence after further investigation.

# Appendix

## Homicides - City Comparison 2007-2011
## Rates per 100K in population



Sustainability Target: Maintain no more than 11 homicides per 100,000 residents regardless of population change.

## Minneapolis Public School and Statewide Graduation Rate Comparison
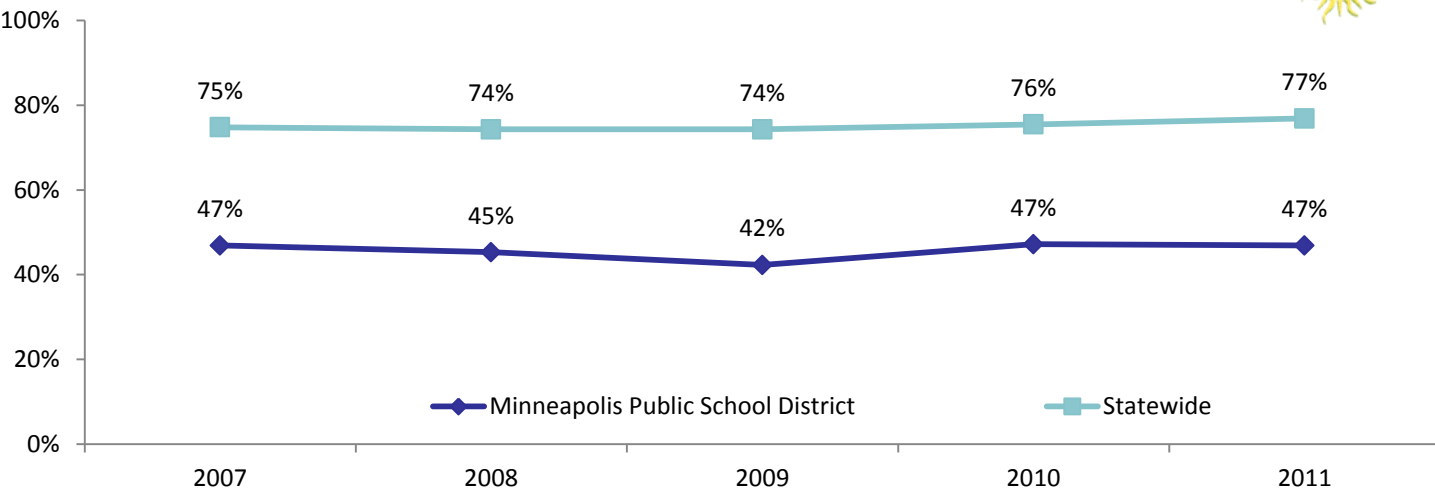


*Source: MPS Research, Evaluation & Assessment Department*

Note: The 4-year graduation rate shows the percentage of students graduating from high school within four years after they enrolled in grade nine. 2012 (graduation rates for Class of 2011) is the first year Minnesota Department of Education (MDE) has transferred from a National Center for Education Statistics (NCES) graduation formula to the new National Governors Association (NGA) Cohort 4-year rate formula.  MDE has recalculated 4-year graduation rates for previous years in order to provide trend data at the district level only; MDE has not provided any disaggregated trend data for classes earlier than the Class of 2011.

## Minneapolis Public High Schools Four Year Graduation Rates
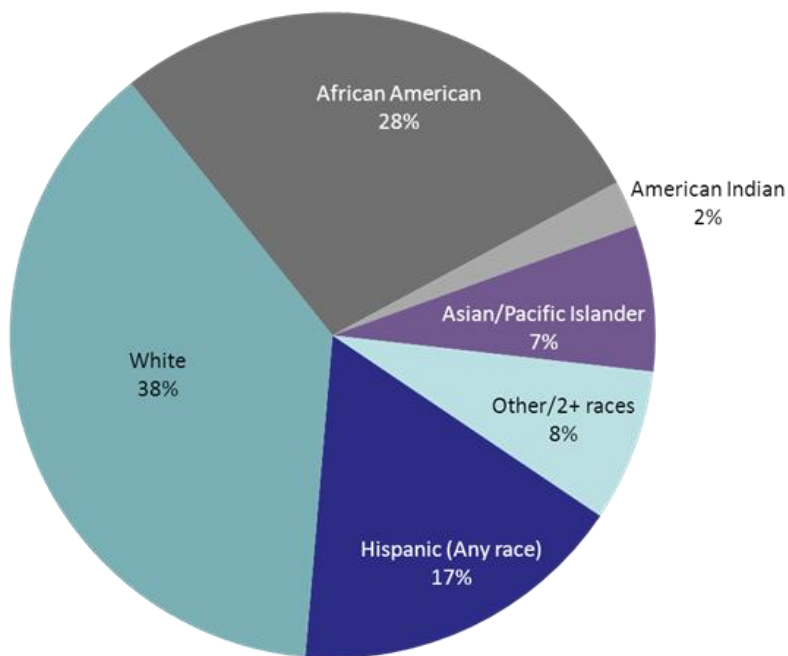## (Seven Major High Schools)
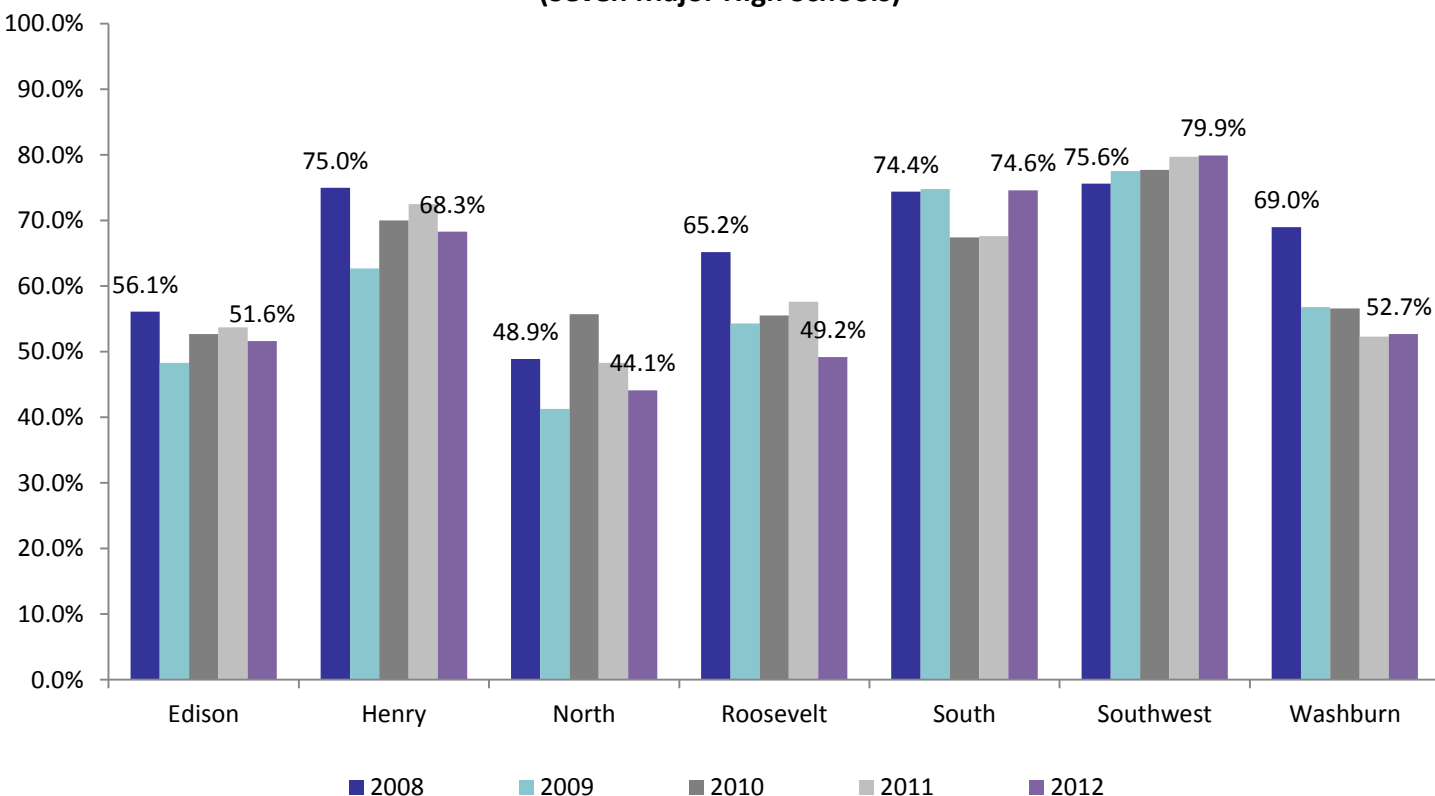
## Number of Minneapolis Children by Age Group
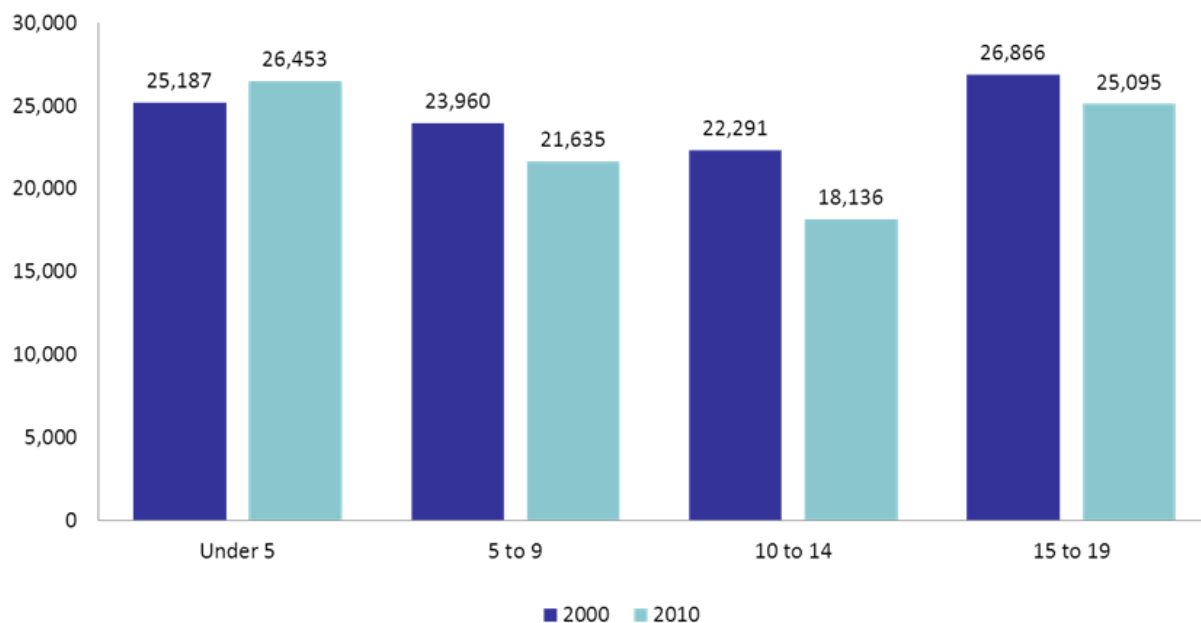


Note: Total was 98,304 in 2000 and 91,319 in 2010.
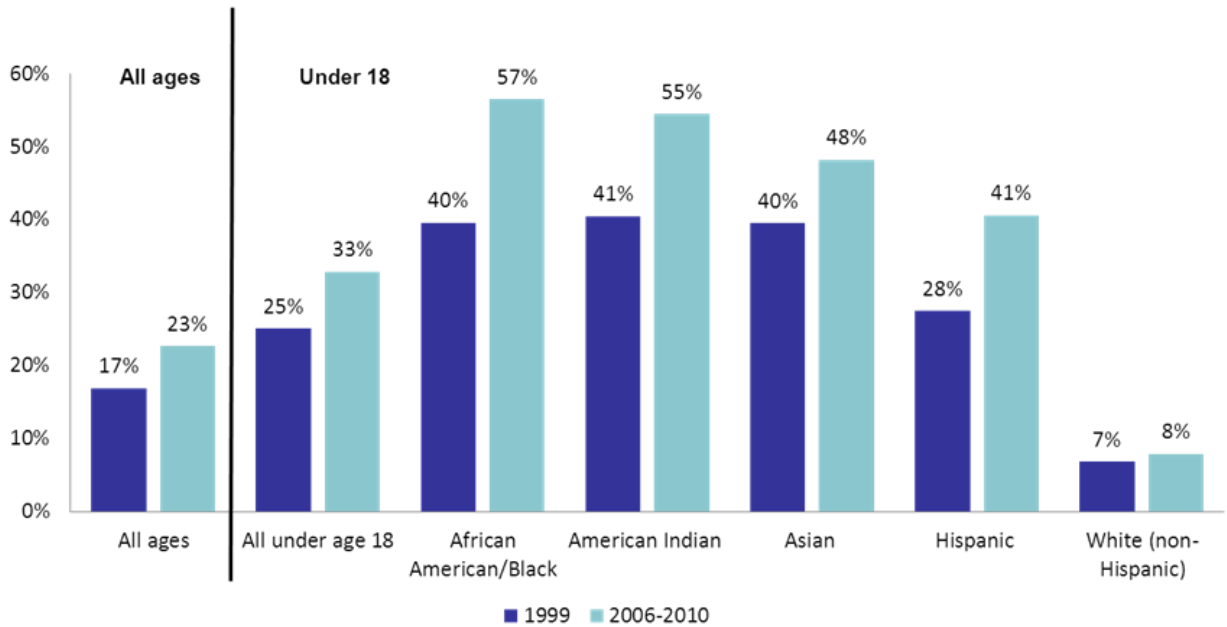Source: 2000 data from 2000 Census and 2010 data from 2010 Census

## Race/Ethnicity of Residents Under Age 20, 2010



Note: Race/ethnicity categories are mutually exclusive
Source: 2010 Census

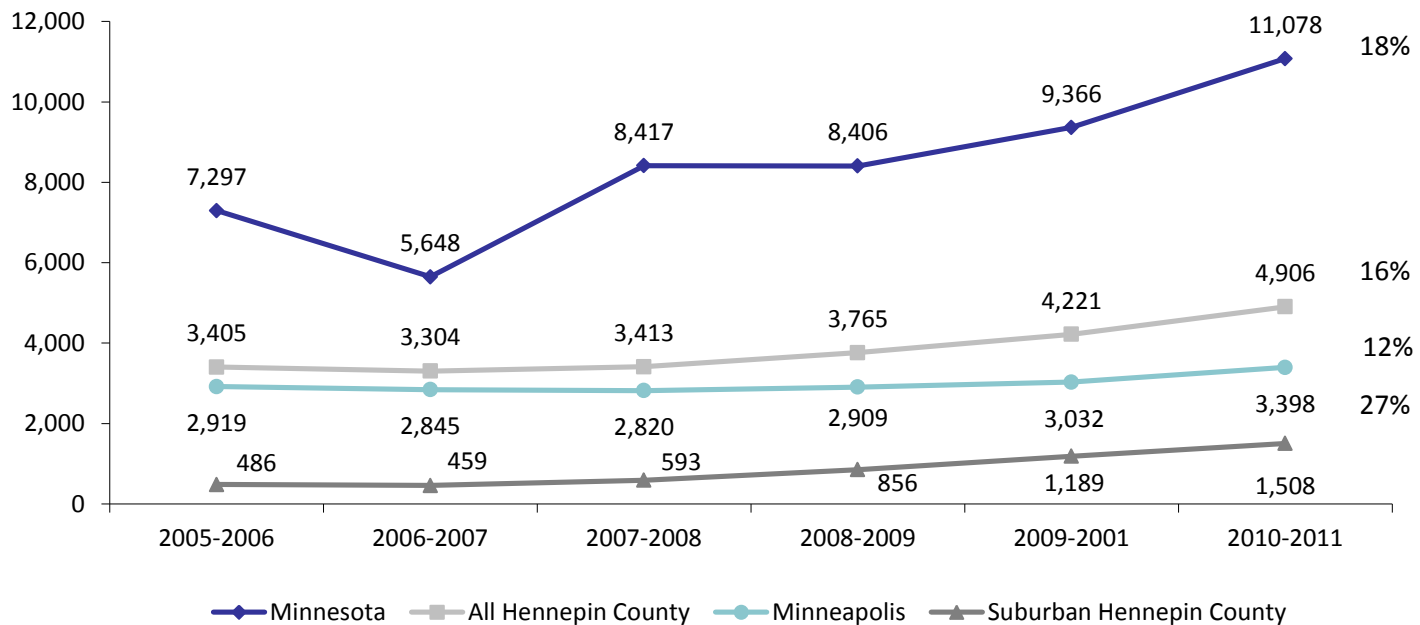## Minneapolis Poverty Rates
### (All ages and children under 18)



Note: The 2010 federal poverty guideline for a family of four was $22,050
Source: 1999 data from 2000 Census and 2006-2010 data from American Community Survey (5 year estimates)

## Homeless and Highly Mobile Enrolled Students

% Increase 09/10 vs. 10/11



Notes: Only includes children and youth documented in this system. Not inclusive of all children and youth; Numbers differ from previous reports, due to differing methodologies for reporting HHM students.
Source: MARSS Report, MN Attendance and Recording